DOCUMENT RESUME

ED 230 666 AA 001 115

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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
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LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

DOCUMENT RESUME

ED 230 681 CE 035 941

Meredith, William H.; Rowe, George P.
Older Adults, Gerontologists, and Newspaper Reporting: Educational Implications.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Aging (Individuals); *Attitudes; *College Faculty; Educational Needs; *Gerontology; Journalism; *Newspapers; *Older Adults; Retirement; Social Science Research
IDENTIFIERS- United States (Midwest)

Because of the knowledge explosion in the field of gerontology and the increased coverage of the field in the popular press, a study was conducted to determine how accurate older adults and gerontologists think newspaper stories about aging are. A convenience sample of 95 persons in the midwest over 65 years old--similar to national demographic data in terms of age, sex, and marital status, but better educated--and 78 midwestern faculty members interested in gerontology reacted to 17 statements presented in nationally syndicated newspaper articles as facts about aging. The elderly persons and the professors disagreed about the classification of older persons by age, with the elderly opting for classification by state of health or economic status while the professionals held to age categories. Three quarters of the older persons believed that illnesses are caused by elderly persons not keeping busy, while less than one quarter of the professionals agreed. In addition, 91 percent of the professionals, as opposed to 38 percent of the older persons, agreed that older persons have interest in continued sexual activity. Both groups agreed that senior citizens are relatively healthy and that being active slows the aging process, and both saw isolation and economics as prevalent concerns. Since both groups agreed on the accuracy of all but one newspaper statement included in the survey, it appears that journalists are doing a good job in reporting gerontology news. However, as one of the most important sources of education for both the elderly and the general public, journalists should get background information from both gerontologists and the elderly in preparing their articles. (KC)

DOCUMENT RESUME

ED 230 694 CE 036 052

Rist, Ray C.; And Others
Forging New Relationships: The CETA/School Nexus. A Study in the Coordination of Education and Employment Services. Interim Report #1.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jun 79
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Career Education; Credits; Demonstration Programs; Disadvantaged Youth; *Economically Disadvantaged; *Educational Cooperation; Employment Programs; *Employment Services; Federal Legislation; Federal Programs; Incentives; Institutional Cooperation; Job Development; *Job Training; Low Income Groups; Minority Groups; Out of School Youth; Postsecondary Education; Program Development; School Business Relationship; School Districts; Secondary Education; Vocational Education; Work Experience; Youth Employment; *Youth Programs
IDENTIFIERS- *Comprehensive Employment and Training Act; Youth Employment and Demonstration Projects Act; *Youth Employment Training Program; Youthwork Incorporated; Youthwork National Policy Study

An assessment is provided of the ability of Comprehensive Employment and Training Act (CETA) prime sponsors and local educational agencies to cooperate in the development of innovative educational and training programs for low-income youth. The data presented are based on observations and interviews conducted at 40 of 47 operational sites administered by Youthwork, Inc. Following an introduction are four substantive chapters, one on each of the four program areas where projects were selected and funded: expanded private sector involvement, job creation through youth operated projects, academic credit for work experience, and career information. Key areas of investigation in each of the programmatic areas include the form and content of CETA/school collaboration and communication, the impact of the Youth Employment and Training Program's 22 percent incentive on inter-institutional cooperation, and the question of whether the Youthwork programs have created duplication and redundancy in efforts to assist in-school youth. Recommendations for the Department of Labor and Youthwork, Inc. are located at the end of each chapter. A methodological appendix includes two analysis packets covering CETA/school relations and a statement of key issues on that topic. (YLB)

DOCUMENT RESUME

ED 230 708 CE 036 076

New Technology in the American Workplace. Hearing before the Subcommittee on Labor Standards of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Automation; Competition; *Computer Science; *Employment Patterns; Employment Practices; Employment Projections; Hearings; Industrialization; *Industry; Influences; Labor Force; Labor Market; Labor Needs; Labor Supply; Labor Utilization; Needs Assessment; Productivity; Reduction in Force; *Technological Advancement; Trend Analysis; Work Environment
IDENTIFIERS- Congress 97th; *High Technology; Industrial Robotics; *Reindustrialization; United States

This congressional report contains testimony given at the first of a series of comprehensive hearings on the impact of automation on employment and the workplace. Included among those agencies and organizations represented at the hearing were the following: the International Association of Machinists and Aerospace Workers; the American Federation of Labor/Congress of Industrial Organizations; the Working Women Education Fund; Unimation, Inc.; the Chase Manhattan Bank; the National Productivity Group; Advanced Office Concepts; the Library of Congress; the GCA Corporation; and the United States General Accounting Office. (MN)

DOCUMENT RESUME

ED 230 723 CE 036 108

National Apprenticeship and Training Standards for the Sheet Metal Industry. Revised.
Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Apprenticeships; Definitions; *Employment Practices; Federal Legislation; Federal Regulation; Financial Support; Guidelines; Job Training; Labor Legislation; Labor Standards; *Machine Tool Operators; *Metal Working; Postsecondary Education; Program Content; Program Development; *Program Implementation; Recordkeeping; Records (Forms); *Sheet Metal Work; Standards; Work Experience
IDENTIFIERS- National Standards

These national standards are designed to aid contractors, labor, and joint committees in setting up, conducting, and improving apprenticeship programs for individuals seeking to become skilled in the sheet metal industry. Covered in the individual sections are the following topics: the provisions of the apprenticeship standards (definitions, qualifications for apprenticeship, the selection of apprentices, apprentice obligations, the term of apprenticeship, work experience, a suggested schedule of work processes for sheet metal apprenticeship, related instruction, the minimum recommended curriculum, examinations, apprentice working hours, wages, the duties of local joint committees, continuity of employment, amendments to local standards, the relationship of standards to bargaining agreements, and the expenses incurred in administrating the standards); federal laws and regulations affecting the employment of apprentices; joint training funds; and rules and regulations governing local joint apprenticeship committees. Appendixes to the standards include recommendations for the selection and admission of apprentices, an outline of an affirmative action program, and sample forms. (MN)

DOCUMENT RESUME

ED 230 738 CE 036 154

Buckley, Elizabeth; Johnston, Peter

Pilot Project in Computer Assisted Instruction for Adult Basic Education Students. Adult Learning Centers, the Adult Program, 1982-83.

Great Neck Public Schools, N.Y.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Academic Achievement; *Adult Basic Education; Adult Students; Affective Behavior; *Attitude Change; *Computer Assisted Instruction; *Program Effectiveness; Program Evaluation; Student Attitudes

IDENTIFIERS- 310 Project; *Great Neck Adult Learning Centers NY; New York (Great Neck)

In February 1977, computer assisted instruction (CAI) was introduced to the Great Neck Adult Learning Centers (GNALC) to promote greater cognitive and affective growth of educationally disadvantaged adults. The project expanded to include not only adult basic education (ABE) students studying in the learning laboratory, but also ABE students studying within group instructional classroom settings. The GNALC became a regional center of CAI use with hook-ups at four adult centers. ABE students from the GNALC used six courses as a core part of their basic skills program: adult reading skills, adult arithmetic skills, adult language skills, fundamentals in English, critical reading skills, and problem solving. A 1982-83 study was conducted to generate insight into the cognitive and affective effects of CAI on ABE students. It concerned itself with the extent of CAI utilization, cognitive growth, and affective change of students who used CAI for 5 hours or more during the year. Study results confirmed the conclusion drawn from previous years of study that the use of CAI leads to significant cognitive and affective growth. (The report is divided into an analytical summary and a general report that provides more detail.) (YLB)

DOCUMENT RESUME

ED 230 752 CE 036 203

Sheppard, N. Alan
Cultural Factors Affecting the Participation of Blacks in Vocational Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Blacks; *Cultural Influences; Differences; Enrollment; *Enrollment Trends; Participant Characteristics; *School Attitudes; Student Participation; Trend Analysis; *Values; *Vocational Educatior
IDENTIFIERS- Participatory Research

A study examined cultural factors affecting the participation of black people in vocational education. Analysis of the way in which black people process information suggests that, unlike white people, blacks tend to view things in their environment in their entirety rather than in isolated parts. Furthermore, they seem to prefer intuitive rather than deductive or inductive reasoning and tend to approximate the concepts of space, number, and time rather than to aim at exactness or complete accuracy. Finally, they prefer to respond to people stimuli rather than nonsocial stimuli and tend to rely on nonverbal as well as verbal communication. Examination of the status of black participation in vocational education reveals that the largest share of black enrollment is in consumer and homemaking and home economics education while the smallest percentage is in agricultural and technical areas. Thus, black people are overrepresented in the lowest quality programs and in courses that equip them with few labor market skills leading to low-wage, low-demand jobs. If vocational teachers are to encourage increased black participation in vocational education, they must first develop more realistic attitudes toward black culture and ethnic diversity. In addition, they must design curricula and select instructional materials to include an emphasis on black culture and role models. (MN)

DOCUMENT RESUME

ED 230 766 CE 036 225

Arrington, Larry R.; Price, William H.
Relationship of Vocational Agriculture Student Satisfaction to Selected Student, School, and Program Variables. A Report of Research.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Agricultural Education; High Schools; *High School Seniors; *Participant Satisfaction; Program Improvement; *Student Attitudes; *Student Characteristics; *Vocational Education
IDENTIFIERS- Florida; Future Farmers of America

This study was conducted to determine the level of satisfaction that high school seniors had with the competencies developed while enrolled in vocational agricultural programs in Florida. In addition, the study described selected demographic characteristics of senior vocational agricultural students and identified those demographic variables that were related to participant satisfaction. Data were gathered through telephone interviews with a random sample of 312 seniors in vocational agricultural programs in Florida high schools. Some of the findings were as follows: (1) females and racial minorities were seriously underrepresented among the students; (2) almost one-half of the seniors indicated that they planned to continue their education after graduation; (3) about 14 percent of the seniors were planning to enter farming or an agriculture-related occupation immediately after graduation; (4) although most of the seniors said they were from a rural background, two-thirds of the students lived on five acres or less; (5) although most students had been enrolled in vocational agriculture and had been involved in Future Farmers of America (FFA) for more than two years, less than half of the members had progressed through FFA degrees or had participated in an FFA contest in their senior year; and (6) teachers did not seem to be doing an adequate job of supervising work experience programs. The study also found that the seniors indicated a high degree of satisfaction with their programs, except for career guidance. Variables related to satisfaction were years of involvement in work experience and in FFA, perception of the adequacy of land laboratories, and teacher availability in the summer. (KC)

DOCUMENT RESUME

ED 230 780 CE 036 257

Research Project on Occupational Knowledge and Sex-Role Stereotyping of Limited English-Proficiency Students. Final Report 1981-82.

Bound Brook Board of Education, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adult Education; Adults; *Attitude Change; *Career Awareness; Influences; Instructional Materials; *Limited English Speaking; Material Development; *Occupational Information; Pretests Posttests; Sex Bias; *Sex Stereotypes; Student Attitudes; Vocational Education

IDENTIFIERS- New Jersey

A research project focused on the development and use of sex-fair occupational knowledge materials with a sample of limited English-proficient students. First, researchers examined existing instructional materials from vocational education sources in order to identify materials that are written on a level appropriate for limited English-proficient students and that are free of sex-role stereotypes. During the second phase of the project, 23 adult students who were attending a Comprehensive Employment and Training Act sponsored English-as-a-Second-Language (ESL) program in South Bound Brook, New Jersey were given basic career education instruction. The treatment group was taught using materials identified as sex-fair during the first phase of the study. Each subject was given a pretest and a posttest to determine his or her awareness of job titles and training involved as well as attitudes as to whether the job could be performed by either a man or a woman. Because members of the treatment group increased their scores by a fairly wide margin on the occupational and sex bias test, it would appear that the instruction did have an effect. Other factors that seemed to be associated with increased occupational knowledge and bias-free attitudes were level of education obtained and geographic location of the student's native country. (MN)

DOCUMENT RESUME

ED 230 795 CE 036 291

Hohhertz, Durwin
Cashier. DOT No. 211.462-010. Restaurant Occupations. Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooperative Education; Definitions; *Dining Facilities; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; Office Machines; Personality Traits; Secondary Education; Stealing; *Vocational Education; Work Attitudes
IDENTIFIERS- *Cashiers; Credit Cards

This coordinator's guide for a module on restaurant cashiers, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: cashier terms and definitions, personality for job and success, duties and responsibilities, the cash register, receiving cash payments and giving change, accepting checks and credit card payments, sales tax, and guarding against theft. A unit test concludes the guide. (MN)

DOCUMENT RESUME

ED 230 810 CE 036 306

Hohhertz, Durwin
Fast Food Occupations. Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooperative Education; *Dining Facilities; Disadvantaged; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; *Occupational Home Economics; Secondary Education; *Vocational Education
IDENTIFIERS- Cashiers; Counter Attendants; Dining Room Attendants; *Fast Foods; Short Order Cooks

This coordinator's guide consists of materials for use in implementing four individualized units that have been developed for students enrolled in cooperative part-time training and are employed in fast food restaurants. Addressed in the individual units are the following occupations: cashier (DOT No. 211.462-010), counter attendant (DOT No. 311.477-038), dining room attendant (DOT No. 311.677-018), and short order cook (DOT No. 313.361-022). Each unit contains a student progress chart, suggested teaching procedures, answers to the unit assignment sheets and test, a job description and alternate titles, an objective sheet, a series of information and assignment sheets, and a unit test. The coordinator's guide also provides suggested alternatives for use in dealing with various types of disadvantaged students, including slow learners and slow readers. (MN)

DOCUMENT RESUME

CG

ED 230 824 CG 016 691

Spangler, Arthur Stephenson, Jr.
Outpatient Services for Mentally Ill Retarded Clients in a Community Mental Health Center.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; Interdisciplinary Approach; Mental Health Clinics; *Mental Retardation; *Professional Services; Program Descriptions; *Psychological Services
IDENTIFIERS- *Community Mental Health Centers; *Outpatient Care

Although Community Mental Health Centers (CMHCs) are mandated to serve all clients requiring mental health services including those who are mentally retarded, it appears that many CMHCs have no programs designed to address the needs of the retarded. This paper describes a financially sound outpatient program which provides psychological and support services to retarded adults in a large, comprehensive CMHC. The article first provides a justification for mental health services for the retarded. A description of the interdisciplinary staff (director, social workers, psychiatrist, mental health coordinator) and the services they provide (diagnostic testing and evaluation, family therapy, behavioral intervention, counseling, psychiatric medical care) is presented along with a list of ancillary services such as speech therapy, occupational and physical therapy, and sex education. Examples of problems which have been encountered within the community and agency are given (acting out, physical handicaps, time required for extensive case management, staff reluctance to work with the mentally retarded, difficulty in coordinating consistency of treatment) as well as four brief clinical examples of clients served by the program. Lists of the program's assumptions, expected benefits, and goals and objectives are included. (Author/AG)

DOCUMENT RESUME

ED 230 840 CG 016 707

Krauss, David
Insight and Outlook: Symbol and Metaphor in Phototherapy.
PUB DATE- 26 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCPIPTIONS- Adjustment (to Environment); *Counseling Techniques; Counseling Theories; Counselors; *Metaphors; *Photographs; Photography; *Psychotherapy; Social Cognition; State of the Art Reviews; *Symbolism
IDENTIFIERS- *Phototherapy

Although the roots of phototherapy extend back to the late 1850's, it did not emerge as a distinct entity until the late 1970's. Growing interest has generated a substantial body of literature in the field. While photographs may be looked at concretely, as two-dimensional, their symbolic and metamorphic nature is a potentially powerful tool in psychotherapy. A client's willingness to bring and discuss photos in the therapy session can be viewed as a metamorphic statement regarding trust and willingness to be involved in therapy. The selection of photos conveys the way a client organizes and presents his/her world. The client's choice of events and symbols in the photographs can bring to awareness that which formerly took place at an unconscious level. The therapist, actively working with the many aspects of the client's visual metaphor and encouraging the exploration of the boundaries of vision, brings about a changed world view. The evolved perception and vision enlarges the client's ability to view the world and to create his/her place in it. (JAC)

DOCUMENT RESUME

ED 230 855 CG 016 722

Panek, Paul E.
Cautiousness and Auditory Selective Attention Performance of Older Adults.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTIONS- *Auditory Discrimination; *Older Adults; Performance Factors
IDENTIFIERS- *Cautiousness; Dichotic Listening; *Selective Attention

Earlier research has attributed the performance decrements of older adults on many tasks to cautiousness. The purpose of the present investigation was to assess differences in performance between "cautious" and "risky" older adults. Male and female older adults, aged 65-80, were classified as either cautious (N=9) or risky (N=9) on the basis of a personality test. Participants also completed an attention task consistng of 12 separate dichotic messages (trials) composed of numbers and letters. Errors of omission and intrusion were recorded and summed across trials to obtain a maximum error score. Data analyses indicated that cautious older adults made significantly more errors than risky older adults. The significant difference in total errors may have been due to the additive effects of cautious older adults' omission and intrusion errors. (Author/AG)

DOCUMENT RESUME

ED 230 872 CG 016 739

Vogelaar, Laura
Cultural Influences on Nonverbal Behavior: An Annotated Bibliography for Counseling Psychologists.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Body Language; Cross Cultural Studies; Cross Cultural Training; *Cultural Differences; Cultural Traits; Intercultural Communication; *Nonverbal Communication; *Paralinguistics; *Personal Space; *Psychotherapy; Therapists

This bibliography for counseling psychologists focuses on differences in nonverbal behavior as an aspect of cross cultural psychotherapy. The introductory section discusses the purpose, scope and limitations of the report. Different theories of emotion (dimensional versus typological) are also discussed and classifications of nonverbal behavior are presented. The second section provides a discussion of the origin of human nonverbal behavior; subsections include a historical review of theories of nonverbal behavior including: emotional expression prior to Darwin; Darwin's contributions; the relativist stance and the influence of behaviorism; research by universalists; and current theorist debate. The 41 annotated citations from books, and newspaper and magazine articles review material on cultural patterns of kinesics (body motion), proxemics (orientation and distance between interacting people), and paralinguistic patterns (nonverbal vocalizations). The concluding section offers a summary, a review of research methods, and suggestions for future research. The report also includes a reference list. (WAS)

CE

ED 230 667 CE 035 481

Yoder, Edgar Paul, Comp.
Pennsylvania's 1982 Abstracts of Research in Agricultural Education. Teacher Education Research Series, Volume 24, Number 1.
Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; *Agricultural Education; Career Education; Disabilities; *Educational Planning; *Educational Practices; *Educational Research; Instructional Materials; Material Development; Preservice Teacher Education; Program Effectiveness; *Research Projects; Rural Education; State Programs; Student Organizations; Student Participation; Supervisory Methods; *Vocational Education
IDENTIFIERS- *Pennsylvania

This document consists of abstracts of research and development activities of 29 studies completed in Pennsylvania during the period from January 1 to December 31, 1982. Included in the collection are abstracts of 21 masters theses and eight doctoral theses. Various topics pertaining to agricultural education are covered, including the effectiveness of task instruction sheets, the influence of selected career information material on the career interest of secondary students, professional competencies needed by cooperative extension agents, the use of microcomputer-assisted instruction in teaching farm business management, the influence of wildlife contest participation on student achievement, utilization of life cycle information in making decisions concerning the control of Colorado potato beetles, agricultural education preservice instruction for teaching handicapped students, rural education in Venezuela, the implications of selected supervisory techniques for the success of beginning teachers in agriculture, the development and evaluation of various instructional materials, and guidelines for constructing greenhouses for Pennsylvania's vocational program. Each abstract includes the project's title, pertinent publication data, the purpose of the study, methods used in the study, and major study findings. (MN)

Phillips, Melinda R.; And Others
Handbook for Career Information: The North Carolina Career Information and Guidance System Data Base. Second Edition.
North Carolina State Occupational Information Coordinating Committee, Raleigh.
SPONS. AGENCY- North Carolina State Dept. of Natural Resources and Community Development, Raleigh.
PUB DATE- Jan 79
GRANT- 3050098S02
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Counseling; *Databases; Disabilities; *Educational Counseling; Employment Patterns; Employment Projections; Guidelines; *Information Systems; Labor Market; Labor Needs; Labor Utilization; *Occupational Information; Postsecondary Education; Secondary Education; State Programs; Statewide Planning
IDENTIFIERS- *Career Information Systems; *North Carolina

This handbook explains the components of the North Carolina Career Information and Guidance Data Base. (This database is a three-volume statewide career information and guidance system that is being built to offer counselors and clients computerized access to standardized occupational and educational information.) Outlined in the handbook are the following sections of the database: the educational information file (its purpose, procedures, content, and organization); the occupational information file (a general description of the file, the history of its development, and the files' standard occupational classification or SOC descriptions); the employment outlook section (current and projected supply and demand, the interpretation and analysis of supply-demand interaction, the limitations of supply-demand analysis, and wage information); and the disability section (the purpose of the section, differences between the terms handicap and disability, and disability philosophy). Appendixes to the handbook include lists of signatory committee members and alternates of the North Carolina State Occupational Information Coordinating Committee, state and local technical advisory committee members, task force members, SOC description writers, and North Carolina favorable occupations. (MN)

ED 230 796 CE 036 292

Hohhertz, Durwin
Cook's Helper. DOT No. 317.687-010. Restaurant Occupations.
Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cooking Instruction; *Cooks; Cooperative Education; Definitions; *Dining Facilities; Equipment Utilization; Food; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; Measurement; Meat; Vocational Education
IDENTIFIERS- Vegetables

This coordinator's guide for a module on cook's helpers, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: cooking terms and definitions, baking terms and definitions, cooking utensils and equipment, reading measurements, reading labels, commercial cooking equipment, cooking methods, methods of cooking meats, methods of cooking vegetables, baking breads, cakes and icings, baking cookies and pastries, and general cleaning. A unit test concludes the guide. (MN)

ED 230 811 CE 036 307

Hohhertz, Durwin
Food Distribution Occupations. Cashier-Checker; Bagger; Stock Clerk. Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooperative Education; *Food Stores; Guidelines; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; *Occupational Home Economics; *Retailing; Secondary Education; *Vocational Education
IDENTIFIERS- Baggers; *Cashiers; Checkers (Occupation); *Stock Clerks

This coordinator's guide consists of materials for use in implementing four individualized units that have been developed for students enrolled in cooperative part-time training and are employed in a food store. Addressed in the individual units are the following occupations: bagger (DOT No. 920.687-014), cashier-checker (DOT No. 211.462-014), and stock clerk (DOT No. 299.367-014). Each unit contains a student progess chart, suggested teaching procedures, answers to the unit assignment sheets and test, a job description and alternate titles, an objective sheet, a series of information and assignment sheets, and a unit test. The coordinator's guide also provides suggested alternatives for use in dealing with various types of disadvantaged students, including slow learners and slow readers. (MN)

ED 230 841 CG 016 708

Rubenstein, Daniel
An Examination of the Elderly Prisoner through a Review of the Literature.
PUB DATE- 21 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adjustment (to Environment); *Age Differences; Cohort Analysis; *Correctional Institutions; Crime; Gerontology; *Individual Differences; Literature Reviews; Marital Instability; Neurosis; *Older Adults; Physical Health; *Prisoners; Social Networks

This paper reviews the literature on the elderly prisoner, defined in the majority of studies as 50 or 55 years of age. A discussion from several surveys dealing with the numbers of older adult felons is presented and the crimes that brought these older men to prison are described. Some of the characteristics of older prisoners are discussed, including lower intelligence, poor health, marital instability, and a poor employment record. Psychological problems are noted, and the effect of the length of time spent in prison on the older person's reference groups is described. The issue of age integrated versus age segregated environments is also discussed. The paper concludes with a critique of research methodology in studies of older prisoners and recommendations for more effective study. (JAC)

ED 230 856 CG 016 723

McRae, Bradley C.
A Manual for the Operant-Interpersonal Approach to Pre-Marital Counseling.
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; *Communication Skills; *Counseling Techniques; Counseling Theories; *Expectation; Foreign Countries; Group Counseling; *Interpersonal Competence; Interpersonal Relationship; *Marriage; Mate Selection
IDENTIFIERS- Nova Scotia; *Premarital Counseling

This manual presents a pre-marital counseling program based on the premise that marital conflict can result from incomplete or inaccurate communication about basic attitudes and expectations. Problems and limitations of studies on pre-marital counseling are reviewed,and a six-session course designed for use in a small group setting or with individuals is described. A format is presented for each session in which the leader demonstrates appropriate behavior, couples try the behavior in an experimental exercise, group discussion follows, and homework assignments are given to facilitate transfer of training. Specific activities, designed to develop positive relationships based on the reciprocity of specific positive behaviors, are outlined. The manual also includes copies of the Unrevealed Differences Test, a worksheet of shared and private goals, a sexual attitudes questionnaire, a marriage contract worksheet, and a course evaluation form. A model of successful and unsuccessful divisions of decision-making authority is also included. (JAC)

ED 230 873 CG 016 740

Kassebaum, Patricia; And Others
On the Sidelines: An Adult Leader Guide for Youth Alcohol Programs.
National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-81-1131
PUB DATE- 81
CONTRACT- NIAAA-ADM-289-79-0001
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Alcohol Education; *Drinking; Group Guidance; Leadership Training; *Prevention; Program Development; Resource Materials; Self Directed Groups; Youth; Youth Leaders; *Youth Problems; *Youth Programs

This booklet presents practical ideas and suggestions intended to help adults develop and support alcohol abuse prevention projects for youths. The first of five major sections considers the following topics: realistic goals for a prevention program; effective prevention approaches; key factors in achieving a working relationship with teenagers; alcohol information and referral resources; common questions asked by teens and appropriate responses; encouraging teens' interests;, meeting teens' needs and expectations; building a functioning, interactive group; adult leaders' needs and tasks; evaluation; rewarding group members; possible pitfalls; and community support. The second section deals with planning issues and discusses choosing a project; defining group purposes; planning tasks; short-term group projects; community outreach projects; introducing new skills; developing a long-term peer program; providing peer training; assessing adult leader skills; and group member selection. The third section provides profiles of sample projects, including short-term, long-term, community outreach, and peer program projects. The fourth section lists and describes resources for alcohol information, working with youth groups, and peer program guides; resources include mailing addresses. The last section lists leadership resources for adults and youths. (WAS)

ED 230 682 CE 035 945

Goodman, Shirley B.
New Trails for the Community College.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Adult Learning; *College Programs; College Role; Community Colleges; English (Second Language); Guidance; *Mental Disorders; Mental Health Clinics; *Mental Health Programs; Reading Instruction; Rehabilitation Centers; *Rehabilitation Programs; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Odessa College TX

Mental patients from the local hospital and the community mental health/mental retardation (MH/MR) center are being helped to reenter community life through classes at Odessa College (Texas). Twice a week, patients who have been stabilized enough to attend day care at the MH/MR center, together with aides, are bused to the community college's Adult Learning Center. There, they attend their choice of three classes: one in which videocassettes dealing with topics such as drugs, adolescents, family relationships, and consumer economics are shown; a reading improvement group using adult materials on the sixth-grade level; or a class for teaching English to Spanish-speaking persons or Spanish to English-speaking persons. Classes are held for one hour, followed by an hour of group discussion. Odessa College hopes that this cost-effective program may reduce some patients' time in the local hospital and prevent them from going to the state hospital. (KC)

Rist, Ray C.; And Others

Targeting on In-School Youth: Four Strategies for Coordinating Education and Employment Training. An Analysis of Four In-School Alternatives for Education and Employment Training. Interim Report #3.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Career Awareness; Career Education; Coordination; Credits; Demonstration Programs; *Disadvantaged Youth; Educational Cooperation; Educational Research; *Education Work Relationship; *Employment Programs; Federal Legislation; Federal Programs; Institutional Cooperation; Job Development; Job Training; Low Income; Minority Groups; *Models; Postsecondary Education; Program Administration; School Business Relationship; Secondary Education; Student Participation; Unemployment; *Vocational Education; Work Experience Programs; Youth Employment; Youth Programs
IDENTIFIERS- Comprehensive Employment and Training Act; *Exemplary In School Demonstration Projects; Youth Employment and Demonstration Projects Act; Youth Employment Training Program; Youthwork Incorporated; Youthwork National Policy Study

The four programmatic school-to-work transition models being developed and implemented by Youthwork, Inc. are assessed. The thrust is both to distinguish these strategies, one from another, and to clarify the variations that occur within each of these four models: academic credit for work experience, expanded private sector involvement, career awareness, and job creation through youth-operated projects. An introductory chapter and another discussing methodology are followed by four substantive chapters, one for each of the four strategies being analyzed. Each chapter analyzes one strategy according to program administration, program curriculum, the form and content of granting academic credit, youth involvement in program operation, and staff-student relations. In addition, each model is studied from the perspective of one or more additional issues specific to the model. Recommendations for the generic as well as strategy-specific concerns are located at the end of each chapter. An analysis packet on program administration is appended. A summary and overview of those findings generic to all four strategies appear at the front of the report. (YLB)

ED 230 724 CE 036 109

National Apprenticeship and Training Standards for Drafters. Revised.
Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Apprenticeships; *Architectural Drafting; Credits; Definitions; *Drafting; *Employment Practices; *Engineering Drawing; Federal Legislation; Federal Regulation; Guidelines; Job Training; Labor Legislation; Labor Standards; Manufacturing Industry; Marine Technicians; Postsecondary Education; Prior Learning; Program Content; Program Development; *Program Implementation; Safety; Standards; Work Experience
IDENTIFIERS- National Standards

These revised national standards are designed to assist local unions in establishing local apprenticeship and training programs for drafters. Covered in the individual sections are the following topics: provisions of the apprenticeship standards for drafters (definitions, qualifications for application, the selection of applicants, credit for previous experience and education, the terms of apprenticeship, apprenticeship agreements, supervision, probationary periods, hours of work, salaries, examinations, related instruction, ratios of apprentices to journeymen, work experience, management and labor relations, and equal opportunity); supervision of the program (local joint apprenticeship and training committees, responsibilities of apprentices, committee consultants, recognition of completion of apprenticeship, filing with registration agencies, safety and health, and modification of standards); and federal laws and regulations affecting the employment of apprentices. The appendixes contain schedules of recommended work processes and related technical instruction for manufacturing, marine, and architectural drafters. (MN)

ED 230 739 CE 036 155

McNulty, William Brian
Adolescents' Career Aspirations and Expectations: The Influence of Gender, Grade, and Locus of Control.
Educational Research Inst. of British Columbia, Vancouver.
REPORT NO.- ERIBC-83:9
PUB DATE- Mar 83
AVAILABLE FROM- Educational Research Institute of British Columbia, 515 West 10th Avenue, Suite 400, Vancouver, BC V5Z 4A8 ($18.30).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Adolescents; *Career Choice; Career Education; Comparative Analysis; *Expectation; *Influences; Instructional Program Divisions; Locus of Control; *Occupational Aspiration; Questionnaires; Secondary Education; Sex; Surveys
IDENTIFIERS- British Columbia; *Career Expectations

A study explored the agreement in occupational fields between adolescents' career aspirations and career expectations and the influence of gender, grade, and locus of control on this agreement. The reasons for occupational choice were also examined. Subjects were 500 randomly selected 8tn through 12th grade students attending a secondary school in the lower mainland of British Columbia, Canada. Instruments were an open-ended questionnaire regarding career aspirations and expectations, a scale to estimate probability of obtaining ideal and real occupational choices, and measures of reasons for career choices and locus of control. Results supported the research hypotheses and indicated that little agreement in occupational fields existed between career aspiration and expectation and that there was no grade, gender, or locus of control influence. Similarly, no differences between the reasons for ideal and real occupational choices existed. It was found that reasons for occupational choices varied across grades. (Appendixes provide the instruments and tables of summaries of reasons given by students for ideal and real occupational choices.) (YLB)

Sheppard, N. Alan

Vocational Education Needs Assessment. Survey of Older Americans. Executive Summary.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Access to Education; *Adult Vocational Education; *Educational Needs; Educational Research; Individual Needs; Middle Aged Adults; *Needs Assessment; *Older Adults; Questionnaires; Surveys; Vocational Education

A sample of senior citizens (aged 55 and over) was surveyed to identify their interest in enrolling in different types of vocational courses and their overall educational needs in relation to sex, race, educational attainment, and preference for course location. The research methodology involved the administration of a questionnaire to 143 older adults who participate in programs or activities sponsored by senior centers in Virginia. The respondents felt, though not overwhelmingly so, that vocational education could adequately meet their educational needs, upgrade their present occupational skills, or develop new skills. Their preferences for the type of vocational course included food services and nutrition, computer programming, auto mechanics, homemaking education, carpentry, and printing. Obstacles to continued participation in formal education and educational programs identified most often were cost, age, physical condition, attitude, times of programs, and transportation problems. Senior centers were the preferences for the location of education/vocational education courses. They preferred short-term vocational training (six weeks or less), morning classes, and classes on Monday, Tuesday, or Wednesday. A significant relationship was found between their interest for different types of vocational courses and age, sex, and educational attainment. (Recommendations are made for incorporating these findings into educational planning.) (YLB)

ED 230 767 CE 036 226

Waltz, Freddie C.; And Others
Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools. Phase II. Final Report: Project No. 3-2D31 from July 1, 1982 to June 30, 1983.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Dropout Attitudes; *Dropout Prevention; Dropout Research; Dropouts; Guidelines; *Models; Postsecondary Education; *Student Attitudes; *Student Recruitment; Vocational Directors; *Vocational Education
IDENTIFIERS- Florida

This study was conducted to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs in Florida. In order to achieve this purpose, the following objectives were set: (1) to identify methods to overcome the most significant barriers to student retention identified by students, administrators, teachers, and counselors as reported by Scanlon, Arrington, Cheek, and Beeman (1982); (2) to develop alternative strategies for student recruitment that address specific barriers identified by vocational school dropouts and reenrollees; and (3) to develop a model for implementing alternative recruitment and retention strategies in vocational programs. Through a survey of national leaders in vocational education, six states were identified as leaders in postsecondary vocational edcuation, and state directors from these states identified exemplary projects. Local administrators of these exemplary programs were interviewed by telephone to ascertain strategies to overcome the identified barriers to student retention. These strategies were synthesized into a survey instrument through which a national sample of vocational administrators were asked to assess the degree of implementation and success of these strategies. It was found that 13 major barriers to students completing vocational training exist; 45 strategies have been used successfully to address these barriers. The most successful strategies usually were the innovative ones. Based on the data collected, a model for student recruitment and retention was developed. (KC)

ED 230 781 CE 036 259

Project C.O.P.S. Phase I, 1981-82. Final Report.
Middlesex County Coll., Edison, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Freshmen; Dropout Characteristics *Dropout Prevention; Dropout Research; *Peer Teaching; Potential Dropouts; Program Development; Program Effectiveness; Remedial Programs; *School Holding Power; *Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Middlesex County College NJ; *Project COPS

A program entitled Project COPS (Career Oriented Peer Tutoring System) is a comprehensive peer tutoring and advisement approach that was undertaken to improve student retention at Middlesex County College in Edison, NJ. The principal goal of the project was to reach potentially unsuccessful entering freshmen students and to offer them scholastic remediation and vocational information. During the study, successful second-year students were identifed, hired, and trained as tutors. A total of 220 students in 72 courses were tutored. After analyzing information concerning the project that was provided by tutors, tutees, and school faculty as well as student retention and grade point average data, the researchers concluded that the utilization of successful students as peer tutors is a cost-effective, practical method for combatting the student dropout problem. (MN)

ED 230 825 CG 016 692

Ellor, James W.; And Others
The Role of the Church in the Aging Network.
PUB DATE- 22 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Church Programs; *Church Role; *Community Services; Gerontology; *Older Adults; *Social Services; *Social Support Groups

For more than a quarter of a century, both human service agencies and religious organizations have provided for the needs of the elderly. In order to study the relationship between these groups, clergy from mainline Protestant, Catholic, and Jewish churches and synagogues (N=34) and social service agency administrators in a midwestern suburb were interviewed. Examination of the data gathered in the interviews indicated that services provided by churches and synagogues fall into four basic groups: (1) religious programs, which include worship services, holiday food basket distribution, transportation to church for the elderly, and assistance for the elderly in climbing stairs; (2) pastoral care services, which include hospital visitations to seniors, nursing home visitations, telephone reassurance. home delivered meals, general transportation, free clothing, senior clubs, and educational discussion groups; (3) the Church as host, which includes use of the church or synagogue as a nutrition site and home companion service wherein outside social service agencies borrow the building and provide staff and programming; and (4) the Church as service provider, in which the Church has actually created its own social service agency, in this case a home companion service. The results suggest that churches and synagogues have moved from providing a majority of the services for the elderly to providing support for the social service agencies. which currently provide most of the needed services. In this particular midwestern community, the church functions mainly as a helping neighbor in an area rich in formal social service resources. (AG)

ED 230 782 CE 036 262

Freda, Jon S.; And Others
Relationships among Student Ability, School Performance, and Fleet Supervisor Ratings for Navy "A" School Graduates.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-136
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Ability; *Computer Managed Instruction; *Group Instruction; *Individualized Instruction; Job Training; *Military Training; Nontraditional Education; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Training Methods
IDENTIFIERS- Navy

This report evaluates the effectiveness and efficiency of individualized instruction compared to conventional instruction. The report provides information concerning relationships among student ability, school performance, and fleet supervisory ratings for 5,811 graduates of 19 Navy "A" schools and three pre-"A" school basic courses. The graduates received training under one of three different methods of instruction: self-paced, computer-managed, or group-paced. Significant relationships were found between student ability and school performance measures. Higher-ability students completed individualized courses in less time and received higher grades than lower-ability students; however, this relationship did not hold for conventional courses. Neither of these measures was significantly related to fleet supervisory ratings of training adequacy. Recommendations were made for resolution of problems associated with the measurement of training effectiveness. (Author/KC)

ED 230 812 CE 036 308

Cooper, John D., Comp.
Faculty Development Program on Teaching Adults.
Lansing Community Coll., Mich.
PUB DATE- Jun 82
AVAILABLE FROM- Referenced videotape packages are available from the Program Director, Media Technology, Lansing Community College, 419 N. Capitol, P.O. Box 40010, Lansing, MI 48901.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; *Adult Learning; Adult Programs; *Adult Students; *College Faculty; College Instruction; College Students; Community Colleges; Educational Needs; *Faculty Development; Nontraditional Students; *Teaching Methods; Two Year Colleges; *Videotape Recordings; Workshops
IDENTIFIERS- Lansing Community College MI

In response to a growing concern over how adult students' needs can be met effectively, Lansing Community College has produced two videotapes and accompanying materials for use with faculty development programs. These 3/4 inch color videocassettes are designed to be used in a workshop setting as well as on a cable or closed television system for individual or group viewing. The first tape, a 30 minute introduction, discusses--through a series of interviews--how one teaches adults, while the second tape presents a theory of adult learning advanced by Malcolm Knowles. This document contains the following materials that accompany the tapes: an outline and script of the videotapes, written materials for individual and group viewing, transparencies, handouts, a glossary of selected terms, and a bibliography. The written materials for individuals and groups have been designed to stimulate thinking by participants prior to viewing the programs, to give some focus to discussion afterward, and to attempt to establish some commitment to adopt alternative approaches in the classroom after having worked through the program. The bibliography offers additional sources for participants who want more information. A glossary, outlines of the videotape content, and the scripts of the two videotapes are also appended. (KC)

ED 230 842 CG 016 709

Hartwigsen, Gail
Factors Affecting Use of Environmental Services by the Elderly.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; Delivery Systems; Gerontology; Home Programs; Locus of Control; *Older Adults; *Participant Satisfaction; Physical Health; *Services; Use Studies
IDENTIFIERS- Apartments; *Independent Living

The ability to function independently in the later years has been defined as a combination of capability and support. To examine factors affecting older adults' use of services provided in an accommodating environment, 52 physically independent residents of an Arizona apartment complex for the elderly were surveyed. Time spent living in the residence, perception of internal or external locus of control, and self-assessed health were correlated with services available to the residents in order to identify use trends. Special use rooms, a bank, beauty shop, gift shop, and dining room were located in the building. Transportation, meal plans, and cleaning services were available upon request. Results generally were insignificant, with the exception of time spent living in the environment, which appeared to have a negative influence on satisfaction with several services. The lack of significant findings indicates support for the individualized approach to the process of aging. The sporadic service usage by this group may indicate that services are truly being used for the purpose of attaining and maintaining environmental independence. (JAC)

ED 230 857 CG 016 724

Banziger, George; Roush, Sharon
Nursing Homes for the Birds: A Control-Relevant Intervention with Bird Feeders.
PUB DATE- 21 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Gerontology; Helplessness; Individual Power; Intervention; *Life Satisfaction; Locus of Control; *Nursing Homes; *Older Adults; Program Effectiveness; *Responsibility; Well Being; Wildlife
IDENTIFIERS- Birds

Many gerontologists have noted the tendency of nursing homes to nurture dependency and learned helplessness in residents. To test the effectiveness of a control-relevant intervention strategy, nursing home residents (N=40) were given the opportunity to care for wild birds by tending individually placed bird feeders. Residents were assigned to one of three groups: those who received (by choice) a bird feeder to tend and a short lecture emphasizing their responsibility for themselves; those who received no bird feeder but a dependency message, i.e., a lecture emphasizing the staff's responsibility for them; and those who received neither feeder nor message. Results showed that the bird feeder/responsibility group had significantly higher scores than either of the other groups on post-intervention measures of life-satisfaction and on self-reported measures of perceived control, happiness, and activity. Significant improvement was also found in nurses' ratings of activity, happiness, alertness, sleeping time, complaints, and sociability for the responsibility group. (Author/JAC)

ED 230 668 CE 035 541

Vocational Training in the GDR.
Panorama DDR, Berlin (East Germany).
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Apprenticeships; Career Education; *Career Guidance; *Foreign Countries; Postsecondary Education; Secondary Education; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *East Germany

Vocational training forms part of the integrated educational system in the German Democratic Republic (GDR). About 85 percent of young people attend vocational training courses after completion of 10-year general schooling. Skilled worker training is offered in 291 trades with opportunities for specialization in 500 fields. In 98 trades, apprenticeship courses lead to skilled workers qualification and university entrance level. Other options are available for youth leaving the general comprehensive school before completion of the eighth grade. Apprentices are guaranteed training in another trade or job if their contracts are prematurely terminated, receive monthly allowances, may use all cultural and social facilities of enterprises, and receive free medical care. Vocational training comprises theoretical and practical instruction, the relationship being roughly 30:70. It consists of general and basic vocational training (60 percent) and vocational specialization (40 percent). In all regions of East Germany and in all sectors of the national economy a network of vocational training facilities exists, such as vocational schools run by enterprises, municipal vocational schools, and workshops. An extensive system of occupational information, orientation, and guidance beginning in the lower grades helps young people choose an appropriate trade--one that interests them and that has openings for apprentices. (YLB)

ED 230 683 CE 035 957

Ayers, J. Douglas, Ed.
The National Conference on Prison Education. Its Role and Practice in the Modern Penitentiary. Proceedings (Victoria, BC, October 13-15, 1981).
Canadian Association for Adult Education, Toronto (Ontario).; Correctional Service of Canada, Ottawa (Ontario).; Victoria Univ. **(British Columbia).**

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Adult Literacy; Adult Vocational Education; Cognitive Development; Conferences; *Correctional Education; *Curriculum; *Ethical Instruction; Females; Fine Arts; Literacy Education; Models; Moral Development; Prisoners; Program Effectiveness; *Program Evaluation; *School Role; Womens Education; Workshops
IDENTIFIERS- Alaska; *Canada; University Within Walls AK

These proceedings contain 31 presentations from a conference on the role and practice of education in prisons. The three papers in part 1, Setting the Stage, examine the roles of education and prisons in society from historical and philosophical viewpoints. Panel presentations in part 2, Developing an Educational Model, offer three perspectives on prison education. A summary of small group discussions, questions, and commentary, and a paper supporting a liberal type of prison education follow. The third part, Evaluating Prison Programs, is a symposium. The principal paper proposing an evaluation system is followed by two discussions, questions, and commentary. Part 4 contains four presentations from evaluation workshops that (1) outline Stufflebeam's CIPP (Content, Input, Process, or Product) model and illustrate its use; (2) review problems of conducting evaluations in prisons and provide some evaluations; (3) summarize a task force report on measuring performance as a database for program evaluation, and (4) review literature supporting the effectiveness of cognitive developmental programs. The 13 workshop presentations in part 5 focus on curriculum. Four papers deal with moral development, two with cognitive development, three with the Alaska Experiment, and four with various topics--women's programs, vocational programs, fine arts, and literacy. A conference overview concludes the proceedings. (YLB)

ED 230 710 CE 036 078

Jurado, Eugene A.; Wolff, Warren W.

Evaluation of the North Carolina Multi-Purpose Occupational Information System.

SPONS. AGENCY- North Carolina State Occupational Information Coordinating Committee, Raleigh.

PUB DATE- Apr 82

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Career Education; Databases; Delivery Systems; *Information Dissemination; Information Needs; *Information Systems; Needs Assessment; *Occupational Information; Postsecondary Education; Program Content; Program Development; *Program Effectiveness; Program Implementation; Secondary Education; *State Programs; *User Satisfaction (Information)

IDENTIFIERS- *North Carolina

A study assessed North Carolina's Multi-Purpose Occupational Information System (MPOIS). Evaluated during the study were various dimensions of the MPOIS, including its content, efficiency, operations, training, and outcomes. In addition, the development of the system was examined in terms of how it addresses both the technical and non-technical requirements for the system. In order to evaluate the effectiveness of MPOIS user services, researchers conducted semi-structured interviews with representatives of various North Carolina state agencies. Based on the information obtained during the interviews, the following recommendations were made pertaining to improving the general design and user services of the MPOIS: (1) planners should apply the results of student followup studies to improve MPOIS supply estimates and allocation procedures; (2) the issue of access to the occupational employment survey/occupation matrix and the occupational employment survey data should be resolved; (3) the MPOIS should be configured as a system that can produce regular publications and special reports in addition to its standard outputs; (4) MPOIS planners should resolve reference period problems to appropriately differentiate between latest year data and annualized estimates; and (5) the system's technical advisory committee should be revitalized. (MN)

ED 230 725 CE 036 110

National Apprenticeship Standards for Cement Masonry, Asphalt, and Composition Trade. Revised.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Accident Prevention; *Apprenticeships; *Asphalts; *Building Trades; Cement Industry; *Construction Materials; Coordination; Credits; Definitions; *Employment Practices; Federal Legislation; Federal Regulation; Financial Support; Guidelines; Instructional Materials; Job Training; Labor Legislation; Labor Standards; *Masonry; Postsecondary Education; Prior Learning; Program Content; Program Implementation; Recordkeeping; Records (Forms); Safety; Work Experience
IDENTIFIERS- National Standards

These national standards are designed to guide local joint apprenticeship and training committees in establishing local apprenticeship programs to train individuals seeking to become skilled in the cement masonry, asphalt, and composition trade. Covered in the individual sections are the following topics: provisions of the apprenticeship standards (definitions, duties of the local joint committee, qualifications for apprenticeship, terms of apprenticeship and related instruction, apprenticeship agreements, ratios of apprentices to journeymen, apprentice wages, credit for previous experience, apprentice coordinators, employer responsibilities to apprentices, responsibilities of apprentices, hours of work, accident prevention, adjusting differences, and certificates of completion); joint training funds; and federal laws and regulations affecting the employment of apprentices. Appendixes to the guide contain a work experience and training schedule, sources of related instructional materials, forms for use in apprenticeship recordkeeping, sample apprenticeship agreements, addresses of regional offices of the Bureau of Apprenticeship and Training, and a list of state and territorial apprenticeship agencies. (MN)

ED 230 740 CE 036 161

Gordon, Donald M.
Work Analysis Specialist Project. Final Report. Project Number 325-81-111-2.
New Castle Community School Corp., Ind.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Competence; Competency Based Education; Demonstration Programs; *Economic Development; *Educational Needs; *Job Analysis; *Job Training; Needs Assessment; *Occupational Information; Postsecondary Education; Staff Development; *Task Analysis; Vocational Education
IDENTIFIERS- Indiana (Henry County)

This project was conducted in New Castle (Henry County), Indiana to train and use the services of a work analysis specialist who would work with manufacturing companies to improve company profits through the provision of training programs based on a specific needs assessment. The determination of specific needs was accomplished through the application of a performance-based methodology known as Performance-Based Industrial Training/Training for Profit. In this method, a review was conducted of such factors as worker productivity, rework levels, tool breakage, quality control standards, and employee skill and training. As a result of the training and performance of the work analysis specialist, the following were outcomes for vocational education in Henry County: (1) work analysis services were provided to four Henry County companies and eight out-of-county companies, aiding the economic development of Indiana; (2) the vocational schools' performance-based curriculum was enhanced through sharing information developed by the project; (3) the value of having a work analysis specialist was demonstrated to the local community and to the state; and (4) good public relations were established. (A major portion of the document consists of task lists and task analysis guides developed for several corporations.) (KC)

ED 230 754 CE 036 205

Sheppard, N. Alan
Competencies Needed and In-Service Problems of Vocational Teachers Teaching the Disadvantaged in Self-Contained Classrooms.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Competence; *Disadvantaged; *Educational Needs; *Inservice Teacher Education; Postsecondary Education; Secondary Education; *Self Contained Classrooms; State Surveys; Teacher Attitudes; *Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Special Needs Students; *Virginia

A study identified the competencies needed by and the inservice problems of vocational teachers involved in teaching disadvantaged students in self-contained classrooms. During the study, each of the 100 vocational education teachers instructing disadvantaged learners in state/federally funded self-contained programs for the disadvantaged in Virginia were surveyed in order to ascertain the competencies that they perceived to be essential for being a successful teacher of disadvantaged learners. In addition, these same teachers were asked to identify the major problem areas that they encountered in working with disadvantaged youth. Eighty-five of the 100 teachers completed a vocational education special needs scale that covered 25 competency areas related to teaching disadvantaged students in self-contained classrooms. Included among those competencies that were perceived to be most important to teaching disadvantaged students were the ability to deal with students emotionally, academically, culturally, and socially; the ability to create a tension-free classroom atmosphere; and the acquisition of extensive knowledge of subject matter. The greatest need for inservice training was identified in the following instructional and program areas: the ability to design an individualized education program, knowledge of students' background and way of life, and knowledge of students' learning styles. Recommendations called for organizing a comprehensive personnel development program for the state's teachers. (MN)

ED 230 797 CE 036 293

Hohhertz, Durwin

Dining Room Attendant. DOT No. 311.677-018. Restaurant Occupations. Coordinator's Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 80

AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; Cooperative Education; Definitions; *Dining Facilities; Equipment Utilization; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; *Occupational Home Economics; Safety; Secondary Education; *Vocational Education; Work Attitudes

IDENTIFIERS- *Dining Room Attendants

This coordinator's guide for a module on dining room attendants, one of a series of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: dining room attendant terms and definitions; work attitudes; safety; linen and table accessories; dishware, glassware, and silverware; setting a table; cleaning duties; and preparing drinks. A unit test concludes the guide. (MN)

ED 230 826 CG 016 693

Hwalek, Melanie; Firestone, Ira J.
The Role of Social Pressures in Early Retirement Propensities.
Wayne State Univ., Detroit, MI. Inst. of Gerontology.
SPONS. AGENCY- Social Security Administration (DHHS), Washington, DC.
PUB DATE- Nov 82
GRANT- SSA-10-P-97023-5-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Rating Scales; *Employee Attitudes; Employees; *Family Influence; Income; Males; Middle Aged Adults; Midlife Transitions; Physical Health; *Retirement; *Social Behavior; Social Support Groups; *Work Attitudes
IDENTIFIERS- *Early Retirement

Although prior research has shown the importance of income and health status in predicting the decision to retire before age 65, a systematic comparision of the relative importance of social pressures to other variables important to the retirement decision has not been conducted. In order to ascertain the usefulness of the behavioral intention model in predicting early retirement decisions, and further, to compare the attitudinal and normative components of the model with the traditional predictors favoring early retirement (poor health, adequate income), male industrial workers from six major plants in a midwestern city were interviewed. Data collection included measures of intention to retire, perceived outcomes of retirement, desirability of each outcome, social pressures, motivation to comply, income, and health status. Analyses of the data indicated that social pressures were significant predictors of retirement intentions while health and income were not significant. The strongest source of social pressure was the family; another source of pressure was the respondents' physicians. The lack of importance attached to health and income may have been due to several factors: (1) lack of variance in these dimensions in this population; (2) income status and the strong pension program of this sample; or (3) respondents' belief that companies would provide adequate pensions. The results suggest that, given the importance of the family and other social support networks for the industrial worker, retirement planning sessions should incorporate social issues such as human relations and interpersonal communications along with the economic issues. (AG)

ED 230 874 CG 016 741

Buerkel-Rothfuss, Nancy L.; Covert, Anita Miller
An Argument for Adoption of a Rules-Based Perspective for Studying Family System Communication.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *Communication Research; Family Relationship; Family Structure; Group Dynamics; *Interaction; *Interpersonal Communication; Logic; Models; Position Papers; *Systems Approach
IDENTIFIERS- *Family Systems Theory; *Rules Theory

This document proposes the adoption of a rules-based theoretical perspective for the study of family interaction. In the first section, Logical and Empirical Requirements, concepts and basic assumptions pertinent to rules theory are considered. The concepts of coordination and determinacy, as used in a rules framework, are explained, and logical and empirical requirements for theory construction are delineated. The second section, Research Interpretations and Applications, proposes the examination of communication as a central family process in order to operationalize family systems theory. Communication is defined and discussed in relation to interrelated family structure, family process, rules theory and systems theory. (WAS)

ED 230 696 CE 036 054

Expanding Employment Opportunities for Disadvantaged Youth. Fifth Annual Report to the President and the Congress. Report No. 9.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Dec 79
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Adults; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Education Work Relationship; *Employment Problems; Employment Programs; *Equal Opportunities (Jobs); Federal Government; Federal Programs; Females; *Government Role; Guidelines; High Schools; Minority Groups; Program Development; School Business Relationship; Unemployment; Young Adults; Youth; *Youth Employment

In its fifth annual report for 1979, the National Commission for Employment Policy recommended that the nation make a new commitment to improving the employment prospects of disadvantaged youth. In preparing its findings and recommendations on youth unemployment, the commission received information from the Youth Task Force; academic consultants; public and private agencies; public hearings held in Detroit, Memphis, Philadelphia, and Los Angeles; and the Vice President's Task Force on Youth Employment. The principal findings and recommendations of the commission are the following: (1) while most young people are able to make the transition from school to work without undue difficulty, many, especially minorities, high school dropouts, and low-income persons, face serious difficulties; (2) only through intensive programs, such as the Job Corps, that provide a broad range of services including educational remediation, skill training, and placement can we hope to reverse the cumulative disadvantages that these young people have faced since birth; (3) presently available funds for disadvantaged youth should be used to encourage a closer linkage between schools and local employers; and (4) the Equal Employment Opportunity Commission should encourage employers who are seeking to expand their proportion of minority and female employees by directing them to the youth who complete remedial education and skill training; and (5) the federal government should explore the possibilities of including in contracts commitments from employers to hire job-ready disadvantaged youth. The commission also noted that a sustained high level of general employment is necessary to provide employment for disadvantaged persons and that the country should work to increase employment levels. (KC)

ED 230 768 CE 036 227

McGhee, Max B.; Cheek, Jimmy G.

Competency Test Items for Fundamentals of Agribusiness and Natural Resource Occupations. A Report of Research.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Occupations; *Agronomy; *Animal Husbandry; Behavioral Objectives; Business Administration; Competency Based Education; *Criterion Referenced Tests; Grade 9; Multiple Choice Tests; Natural Resources; Secondary Education; *Soil Science; Student Leadership; Student Organizations; Student Participation; Test Construction; Test Items; Vocational Education

IDENTIFIERS- Florida; Future Farmers of America

An activity was undertaken to develop written criterion-referenced tests for each of the instructional areas comprising the Fundamentals of Agribusiness and Natural Resources Occupations Program. Designed to be taught at the ninth grade level, the program consists of six major instructional areas: agribusiness management, animal science, plant science, soil science, agricultural mechanics, and leadership. Criterion-referenced tests were developed from the lists of competencies compiled for each instructional area. Project results were a list of specific competencies for the fundamentals of the Agribusiness and Natural Resources Occupations program and an item bank of multiple choice test items and answer keys for the six common core instructional areas. Criteria for selecting items from the item bank for testing purposes were recommended. (Two tables display summary statistics and complete item analyses for each question in the item bank. Appendixes, amounting to approximately four-fifths of the report, contain the list of competencies, test items, and answer keys for the common core instructional areas.) (YLB)

ED 230 843 CG 016 710

Bird, Gerald A.
Families and the Workplace: Role-Management Strategies Used by Husbands and Wives in Two Family Types.
PUB DATE- 14 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Role; Citizen Participation; Cohort Analysis; *Coping; *Dual Career Family; Empathy; *Employed Parents; Higher Education; Parent Role; *Rewards; *Role Conflict; Spouses; *Stress Variables

As role sharing becomes increasingly common in families where both husband and wife have careers, role overload becomes a major problem. To identify role management strategies that dual-career and dual-earner families (families in which both husband and wife are employed, the wife in a non-professional occupation) use to increase role reward, self-administered questionnaires were sent to college administrators and their spouses (N=214). Strategies studied included the legitimate excuse (citing a higher claim on one's time), stalling, compartmentalization, empathy, barriers against intrusion, reducing responsibilities, delegation, and organization. Results showed that dual-career husbands used more role management strategies than career-earner husbands or either group of wives. Husbands in dual-career and career-earner families tended not to use the legitimate excuse and placed high value on family roles. Employed wives in career-earner families used empathy to increase reward in family roles. The results also showed that husbands did empathize with their wives and did offer support. Delegation of duties and postponing responsibilities were strategies used by wives in dual-career families. There were indications that most role management strategies did increase role reward. Only compartmentalization and barriers against intrusion did not. (JAC)

ED 230 858 CG 016 725

Sengstock, Mary C.; And Others
Abused Elders: Victims of Villains or of Circumstances?
Wayne State Univ., Detroit, MI. Inst. of Gerontology.
SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Abuse; *Elder Abuse; Etiology; Family Life; *Family Problems; *Family Relationship; Gerontology; *Older Adults; Psychopathology; *Stress Variables; Victims of Crime; Well Being
IDENTIFIERS- *Family Violence

Theorists have suggested that domestic abuse may be a result of psychopathology in the abuser or the result of severe stress. To determine whether the families of aged victims exhibit an inordinate number of stressful situations, 20 elderly abuse victims were interviewed about family relationships and problems, and completed a modified version of the Social Readjustment Rating Scale as a measure of stress. Results showed that the most common type of abuse was psychological. Physical abuse was reported by one-fourth of the victims, while 10 percent suffered physical neglect, and one-half suffered financial abuse. In over half of the cases, the abuser was a son or daughter. The victims came from settings with a large number of problems and serious stresses, including the death or illness of a friend or family member, gain of a new family member, a change in finances, or poor health. Most victims defined their most serious family problems in terms other than direct abuse. This may represent denial or resignation, or a recognition that the abuse is one portion of the greater difficulties they and their families feel. Results are compared to a Justice and Justice (1976) study of parents of abused children. (JAC)

ED 230 711 CE 036 079

Jurado, Eugene A.; Wolff, Warren L.

Expansion of the North Carolina Unemployment Insurance Individual Wage Report to Include Occupational Detail: A Study of a Consolidated Approach to Occupational Data Collection.

SPONS. AGENCY- North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Data Collection; *Employment Projections; Feasibility Studies; Information Needs; Information Processing; Information Sources; Information Systems; Interviews; *Labor Needs; *Occupational Information; *Payroll Records; Records (Forms); State Programs; Statewide Planning; *Unemployment Insurance
IDENTIFIERS- *North Carolina

A study examined the feasibility of adding employer-generated job titles to the North Carolina Unemployment Insurance Individual Wage Record as a means to providing a more comprehensive source of occupational data than has been possible with currently operating federal and state systems. During the study, researchers conducted structured interviews with representatives of 10 private industry firms located in Raleigh, Charlotte, and Winston-Salem and had unstructured discussions with representatives of the North Carolina Employment Security Division and Department of Community Colleges. In addition, technical documents and applicable legislation were consulted. Based on these data sources, it is clear that the state's unemployment insurance system is already being used for labor market information purposes. The expansion of the current form to include employer-generated job titles would further enhance the unemployment insurance database and thus produce a comprehensive labor market information system that would substantially improve the state's capability to plan and administer the use of public funds for a wide range of purposes. Therefore, it is recommended that enabling legislation be passed to authorize and fund the supporting additional research and development for a consolidated employer reporting requirement and an accompanying state processing and delivery system for employment data and that unemployment reporting legislation be amended to include a mandate for reporting wage items. (MN)

ED 230 783 CE 036 269

Denker, Robert; And Others

Farm Business Management Analysis: Adjusting the Farm Business to Increase Profit. Unit III. Volume 15, Number 3. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
REPORT NO.- AG-95-I
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; Agricultural Production; Behavioral Objectives; *Business Administration; Capital; Consumer Economics; Cost Effectiveness; Estate Planning; Family Income; *Farm Accounts; *Farm Management; Financial Needs; Financial Problems; Financial Support; Guidelines; Instructional Materials; Investment; Labor Utilization; Learning Activities; Legal Responsibility; Livestock; Marketing; *Money Management; Planning; Postsecondary Education; Program Implementation; Recordkeeping; State Curriculum Guides; Taxes; *Vocational Education
IDENTIFIERS- Missouri; *Profit Maximization

Designed primarily for Missouri vocational agricultural instructors participating in the Farm Business Management Analysis Program, this instructor's guide, consisting of 10 lessons, deals with adjusting a farm business to increase profits. The following topics are covered in the individual lessons: law and the farm family, planning income tax management, closing the record book and planning cash flow, evaluating family living expenses, determining the most profitable livestock enterprise, determining the most profitable cropping system, planning the farm marketing program, adjusting capital investments to increase net profit, planning for efficient labor use, and controlling costs. Included in each section are suggestions for a review of previous materials covered, an objective, motivational techniques, key points to be addressed in the lesson, information to be introduced during the lesson, guidelines for holding a group discussion, conclusions, end-of-class announcements, and a list of materials needed by students and by instructors. (MN)

ED 230 798   CE 036 294

Hohhertz, Durwin
Host/Hostess. DOT No. 310.137-010. Restaurant Occupations. Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooperative Education; Definitions; *Dining Facilities; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; *Occupational Home Economics; Office Machines; Secondary Education; Stealing; *Vocational Education
IDENTIFIERS- Credit Cards; *Hosts Hostesses; Menu Planning

This coordinator's guide for a module on restaurant hosts and hostesses, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first half of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: host and hostess terminology, customer relations, getting along with customers, dining room responsibilities, menu planning, table service, cash registers, receiving cash payments and giving change, accepting checks and credit card payments, and guarding against theft. A unit test concludes the guide. (MN)

ED 230 813 CE 036 311

Pytlik, Edward C.
The Role of Technology Education in Third World Development.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Adult Basic Education; *Developing Nations; *Economic Development; *Educational Needs; *Nonformal Education; Outcomes of Education; Program Development; Technical Assistance; *Technical Education; Technological Advancement; Vocational Education; World Problems
IDENTIFIERS- Third World Education Systems

Traditional attempts at development--such as sending in food, sending in educators, and then sending in technology from developed countries--have not been very successful in the development of Third World countries since these attempts began in the 1950s and 1960s. At that time, education, especially vocational education, was seen as the great path to economic development for these countries. Later, assessment of educational programs showed that, in many cases, developmental objectives had not been met. Instead, vocational education had tried to impart manual skills to the privileged few, who preferred academic training and unemployment to such "demeaning" tasks, while failing to reach vast numbers of underprivileged people. A better approach may be that of "nonformal education," which focuses on transmission of immediately needed skills, combined with technological training, in the production of immediately useful goods and services. Technological training projects that exemplify this approach include a small scale weavers' project in Botswana, a retraining project for unemployed fishermen in Ghana, and a credit cooperative in Afghanistan. By focusing on practical education, the duo of nonformal education and technological training may also help to reduce illiteracy and thus contribute to true development, the transformation of learning opportunities for the underprivileged by the developed countries. (KC)

ED 230 875 CG 016 742

Ames, Barbara D.
Care of Aging Parents by Adult Offspring.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); Aging (Individuals); Daily Living Skills; Extended Family; Family Characteristics; *Family Relationship; *Health Needs; Middle Aged Adults; *Older Adults; *Parent Child Relationship; Personal Autonomy; *Psychological Needs
IDENTIFIERS- *Adult Children

A prevailing myth holds that modern families, characterized by high mobility and individualistic life styles, do not care for their aging members. To assess the quantity and characteristics of the care of noninstitutionalized elderly parents by their adult children, parents and adult child pairs (N=50) responded to interviews. Specific research objectives included: (1) the extent of care given to aging parents by adult children; (2) the characteristics of the caregiver; (3) the motivation for use and nonuse of available government services; and (4) the perceived need for services by aging persons and their children. Results of statistical analyses showed that 90% of the adult children reported visiting their parents at least weekly, and 88% reported spending 10 hours a week or less in task activities. General agreement existed between generations on the extent of assistance given to parents, with "being on call" and providing transportation reported frequently. Of the parent generation, 32% used some government services; of those who didn't, 84% indicated they did not need them. A large majority of parents and offspring perceived parents to be in good health. Adult children, however, were more concerned than parents about problem areas which often affect older persons, i.e., physical decline or loneliness. (WAS)

ED 230 669 CE 035 563

Gilli, Angelo C.; Wilcox, Lynne Moore
The Role of Adult Vocational Education in Articulation of Secondary and Postsecondary Institutions.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; *Adult Vocational Education; *Articulation (Education); *Educational Practices; Postsecondary Education; *Program Improvement; Secondary Education; Technical Education; *Vocational Directors
IDENTIFIERS- New York

Based on dissertation research, this study sought to determine the extent of agreement regarding the frequency of actual and ideal articulation practices among secondary and postsecondary directors in New York State (excluding New York City) schools. A survey instrument consisting of 69 objective and 14 open-ended questions was designed and mailed to 95 vocational administrators, with a response rate of 77 percent. The t-test for independent samples was used to determine the extent of agreement between opinions of secondary and postsecondary vocational-technical administrators on actual and ideal articulation practices, and the t-test for non-independent samples was used to rate agreement within the groups. The results of the survey indicate that secondary and postsecondary vocational-technical administrators were in general agreement with regard to the frequency of their actual use of 56 of the articulation practices. For the most part, both groups indicated that they were not actually using most of the items very often. Of the 69 questions, 31 items were most translatable for adult vocational education; these items were placed in four categories: administration, counseling, instruction, and program development. Based on combinations of conditions, recommendations for improvement were made for articulation between the two groups and within the groups. These recommendations included convening meetings to determine agreement and disagreement among administrators about the various practices identified in the 31 items and using the agreement items as the basis for workable solutions to articulation practices. (KC)

ED 230 684 CE 035 958

Boshier, Roger
Education Inside. Motives for Participation in Prison Education Programmes.
British Columbia Univ., Vancouver. Inst. for Research and Study in Prison Education.
SPONS. AGENCY- Ministry of the Solicitor General, Ottawa (Ontario).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Adult Education; *Correctional Education; Correctional Rehabilitation; Educational Attainment; *Enrollment Influences; Individual Characteristics; Influences; Lifelong Learning; National Surveys; *Participant Characteristics; *Prisoners; Questionnaires; Student Attitudes; *Student Educational Objectives; *Student Motivation; Student Participation
IDENTIFIERS- *Canada; Criminal Records; Participatory Research

A study analyzed the motives of inmates participating in prison educational programs in Canada. During the study, a prison education participation scale was developed to measure the interrelationship among motivational orientations and the following factors: inmates' personal characteristics, criminal background, present offence and sentence, institutional history, and educational background. The motivational variables examined on the scale could be grouped into five broad areas: personal control, self-assertion, outside contact, self-preservation, and cognitive interest. The inmates surveyed had higher mean scores on personal control and cognitive interest than on the remaining factors. Examination of the survey correlations matrix revealed that conservatism and having a relative noted on an inmate's file were the variables most strongly associated with personal control scores. The correlation between conservatism and a desire to obtain education in order to gain more self-control led the researcher to theorize that since conservatism is often evoked by a harsh environment, antecedents of conservatism such as a bad marriage or a broken home are likely to evoke motivational variables that mediate the relationship between the origins and behavioral tendencies associated with conservatism. Based on this theory, the researcher formulated a number of recommendations pertaining to the structuring of prisons as lifelong learning institutions. (MN)

ED 230 726 CE 036 112

Reisner, Elizabeth R.; And Others

Assessment of the Projects with Industry Program.
Advanced Technology, Inc., McLean, Va.; Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 83
CONTRACT- 300-82-0380
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cooperative Programs; Coordination; Educational Cooperation; *Employment Services; Financial Support; *Job Placement; *Job Training; Objectives; Program Costs; Program Design; *Program Effectiveness; Program Implementation; School Business Relationship; *Severe Disabilities; *Vocational Rehabilitation
IDENTIFIERS- Private Sector; *Projects with Industry

A study evaluated the Projects With Industry (PWI) program. (Authorized in 1968 to provide funding opportunities to organizations for the purpose of assisting severely disabled persons in obtaining competitive employment, the PWI program has provided support to projects that involve private sector representatives in the design of placement, training, and other services for disabled individuals.) The sources of the information for the study included interviews with persons familiar with the operation of the PWI program, a review of program documents maintained by the Rehabilitation Services Administration, and visits to seven PWI project sites around the country. Based on the information collected and analyzed in the study, the PWI projects appear generally successful in meeting the program's goal of developing private sector linkages to assist disabled persons in achieving competitive employment, although quantitative information to verify the performance of specific projects is limited. Furthermore, no single type of organization was found to be more successful than others in accomplishing PWI goals. Rather, the diversity of organizations operating PWIs and the flexibility projects exhibited in providing services appear to be important factors in the PWI program's overall effectiveness. (MN)

ED 230 741 CE 036 163

Clary, Joseph R.; Iverson, Maynard J.
Maximizing Responsiveness to Industry by North Carolina Technical and Community Colleges. Occupational Education Research Project. Final Technical Report.
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Community Colleges; Cooperative Programs; *Educational Needs; Education Work Relationship; Institutional Cooperation; *Job Training; Models; *Program Improvement; *School Business Relationship; Trade and Industrial Education; Two Year Colleges; Vocational Education; *Vocational Schools
IDENTIFIERS- *North Carolina

During 1981-82, a study was conducted by personnel in Occupational Education at North Carolina State University to determine the elements that affect an institution's ability to respond to the training needs of industry. Fifteen community/technical colleges, representing 43 percent of the total enrollees in the system, and 30 major industries in North Carolina provided data through structured interviews. A literature review and an advisory group also provided input for the study. Nineteen elements were identified as being of importance to college responsiveness by both colleges and industry representatives. The top six elements identified referred specifically to college commitment, policy and/or activities, which included: (1) reliability of the institution (to do what was promised); (2) strong personal commitment of the college president to industry training; (3) high quality of the instruction provided; (4) quick response and follow through by the institution; (5) tailoring of courses to meet specific industry needs; and (6) flexibility of the institution to meet the unusual needs of industry. A series of conceptual models was created to explain the situation and provide a means for institutions to improve in responsiveness. Recommendations were made to encourage and enhance the institutions' abilities to respond to industry needs for training. (KC)

ED 230 755 CE 036 208

Rogers, J. Mark; And Others

Vocational Rehabilitation Program Standards Evaluation System. Final Report. Volume I: Report on the Program Standards Pretest. Revised.

Berkeley Planning Associates, Calif.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 21 Jun 82
CONTRACT- HEW-105-76-4116; HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adults; Evaluation Methods; Models; *Pretesting; Program Effectiveness; *Program Evaluation; *Program Improvement; *Standards; *Vocational Rehabilitation
IDENTIFIERS- Rehabilitation Act 1973

The Program Standards Evaluation System was developed in response to evaluation requirements in the 1973 Rehabilitation Act. The system includes procedures for using standards data to monitor and evaluate vocational rehabilitation (VR) service outcomes and outputs as well as standards on key procedural issues. The system includes procedures for using standards data to monitor and evaluate program performance and to assist program managers in directing their programs toward improved performance. During the last two years, the system of standards has been pretested in six model evaluation unit states. This report summarizes the results of that pretest and includes final recommendations for refinement of the system. The report is organized into 10 chapters. Following an introduction in chapter 1, the next chapter presents an overview of the development of evaluation standards in VR, while chapter 3 deals with the uses of standards data as a tool in managing VR program operations. In the fourth chapter, the discussion of the pretest results begins, focusing on the eight performance standards, while in chapter 5 the discussion turns to the performance standards data collection forms. Chapter 6 digresses somewhat from the standards themselves to provide working illustrations of the analytic model developed for use by program managers. Chapters 7, 8, and 9 return to the standards system to examine the five procedural standards and the pretest results. Finally, chapter 10 summarizes the various changes that are recommended for the standards, data elements, and data collection forms in order to have the most useful and effective program standards system. (KC)

ED 230 769 CE 036 228

Cheek, Jimmy G.; McGhee, Max B.

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Common Core Component. A Report of Research.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Agribusiness; *Agricultural Education; *Agricultural Engineering; Agricultural Occupations; Behavioral Objectives; *Business Administration; *Citizenship Education; Competency Based Education; *Criterion Referenced Tests; Multiple Choice Tests; Natural Resources; Secondary Education; *Student Leadership; Test Construction; Test Items; Vocational Education
IDENTIFIERS- Florida; Future Farmers of America

An activity was undertaken to develop written criterion-referenced tests for the common core component of Applied Principles of Agribusiness and Natural Resources Occupations. Intended for tenth grade students who have completed Fundamentals of Agribusiness and Natural Resources Occupations, applied principles were designed to consist of three components, with each component comprising one-third of the school year. The common core component was designed to be taught together with two specialized components. Criterion-referenced tests were developed for each of the three instructional areas in the common core component from a list of competencies that was compiled. Project results were a list of specific competencies for the common core component of Applied Principles of Agribusiness and Natural Resources Occupations and an item bank of multiple choice test items and answer keys for the common core instructional areas of agricultural business management, agricultural mechanics, and leadership and citizenship development. Criteria for selecting items from the item bank for testing purposes were recommended. (Two tables display summary statistics and complete item analyses for each question in the item bank. Appendixes, amounting to almost three-fourths of the report, contain the list of competencies, test items, and answer keys.) (YLB)

ED 230 827 CG 016 694

Teenage Prostitution and Child Pornography. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session (April 23 and June 24, 1982).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Adolescents; *Child Abuse; Child Advocacy; Children; Child Welfare; Hearings; Parent Child Relationship; *Victims of Crime
IDENTIFIERS- Congress 97th; *Pornography; *Prostitution; Sexual Abuse

This document contains the transcript of hearings on teenage prostitution and child pornography. The first day of the hearings focuses on the testimony of six witnesses who are experts in dealing with and combatting sexual abuse of children. Their remarks to the committee are transcribed and copies of their prepared statements are provided including testimony concerning reports of programs, discussions of particular cases of exploitation, discussions of legal issues, and details about the extent of the problem. Testimony from witnesses on the second day of the hearings includes a detailed presentation of the General Accounting Office (GAO) report, focusing on the unknown extent of teenage prostitution and child pornography, characteristics of sexually exploited children, and services for sexually exploited children. Testimony of six additional witnesses is presented which includes medical and psychological considerations, a report of research on the use of children in pornography, specific examples of sexual exploitation of children, and a brief discussion of funding priorities. (AG)

National Commission for Employment Policy Sixth Annual Report to the President and the Congress. Including Findings and Recommendations on Economic Development and Jobs for the Structurally Unemployed. Report No. 10.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- Dec 80
AVAILABLE FROM- National Commission for Employment Policy, 1522 K Street NW, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Blacks; Career Change; Cooperative Programs; *Disadvantaged; *Economic Development; Employed Women; Employment Problems; *Employment Programs; Federal Programs; Females; Hispanic Americans; Institutional Cooperation; Job Layoff; Job Training; Labor Force Nonparticipants; Legislation; Minority Groups; Policy Formation; Postsecondary Education; *Public Policy; Rural Development; Secondary Education; *Unemployment; Vocational Education
IDENTIFIERS- Comprehensive Employment and Training Act; *Structural Unemployment

According to this annual report, the National Commission for Employment Policy concentrated on two primary areas during 1980. Much of its efforts were directed to exploring how the coordination between federally funded economic development programs and employment and training programs could be improved in order to expand employment opportunities for the structurally unemployed in distressed urban and rural locations. The other primary thrust of the commission's work during the year was to assess how federally funded employment and training programs, in particular Comprehensive Employment and Training Act (CETA) programs and vocational education, could better serve the needs of disadvantaged White, Black, and Hispanic women--a high proportion of whom are trapped on welfare or have access only to the low-paying jobs traditionally held by women. Seven recommendations were generated concerning the increase of job opportunities for the structurally unemployed through cooperation with economic development programs and changing regulations to permit such cooperation. Also included in the annual report are a chapter on the relation of monetary and fiscal policies to employment and training policies and an overview of the employment and training system. (KC)

ED 230 844 CG 016 711

Warren, James D.
Romantic Love: A Special Case of Social Competence.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Congruence (Psychology); Dating (Social); Emotional Response; Individual Psychology; *Interpersonal Attraction; *Interpersonal Competence; *Need Gratification; Position Papers; *Psychological Needs; Self Concept; *Self Esteem
IDENTIFIERS- *Love

Two different clinical models provide different explanations of the interactions that typically occur in romantic love. One portrays love as one of the great delusions of the human experience, while the other suggests that romantic love is one of the great possibilities of the human experience. The delusional hypothesis, presented by Casler (1973) is a Freudian derivative, and defines love as "the fear of losing an important source of gratification." In this theory, love itself is not to blame, only our neurotic need for it. In contrast, Branden represents romantic love as a great possibility, and presents a more fully articulated, developmental perspective. According to Branden, the attraction upon which love is based derives from the "shock of recognition," a perception of a similar sense of life. The desire for psychological visibility is characterized by a strong, well-differentiatd ego and high self-esteem. There are several points of commonality between the two models. Both describe strong and weak individuals. Love itself serves as an important source of gratification in both models. Tennov (1979) offers evidence that there are, in fact, two different kinds of experiences possible within the context of romantic love. Whether romantic love indicates social competence or incompetence depends upon the reasons for entering the relationship, which in turn depend upon the state of the Self. Recognition of this dependency provides an important avenue for understanding both the love relationship and the Self that becomes romantically involved. (JAC)

ED 230 859 CG 016 726

Gram, Anita M.
Value-Free Therapy?: An Empirical Review.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); Change Agents; *Counseling Objectives; Counseling Techniques; Counseling Theories; *Counselor Attitudes; *Counselor Client Relationship; Influences; Literature Reviews; Opinion Papers; *Psychotherapy; Therapists; *Value Judgments; *Values

This paper reviews the literature dealing with therapist neutrality or value-free treatment processes, and proposes that therapist values do play a major role in therapy. Supposed therapist neutrality in psychoanalyses, behavior therapy, and client-centered therapy is explored. The role of therapist values in client selection is discussed, and the client qualities reportedly preferred by therapists (i.e, young, attractive, verbal, successful, intelligent) are outlined. The influence of therapist values in client goal-setting and values changes is discussed. Studies reflecting the clash of counselor-client values are highlighted; and implications for therapy are proposed, including the need for counselor awareness and open discussion of values, and therapy for counselors. (Author/JAC)

ED 230 784 CE 036 270

Valentine, Ivan E.; And Others
Inservice for Postsecondary, Part-Time Instructors. Final Report.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Jan 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Adult Education; *Educational Needs; Individual Characteristics; *Inservice Teacher Education; Learning Modules; Literature Reviews; Models; *Part Time Faculty; *Postsecondary Education; Program Content; Questionnaires; State Surveys; Teacher Attitudes; *Teacher Characteristics; *Vocational Education Teachers
IDENTIFIERS- *Colorado

A study examined the educational needs and personal characteristics of part-time, adult postsecondary vocational teachers. After conducting a literature review to determine the state of the art of inservice teacher education throughout the United States and in Colorado in particular, researchers surveyed 278 part-time, postsecondary instructors and 34 administrators responsible for part-time postsecondary education in Colorado. After examining data obtained from the questionnaires returned by 155 instructors and 29 administrators, researchers determined that although the majority of part-time postsecondary instructors were not currently participating in inservice activities, most were willing to do so. Personal growth was the primary reason expressed for participation in inservice training, and seminars, media, and classroom instruction were the preferred methods for the delivery of inservice activities. The 10 modules recommended for inclusion in instructional packages for part-time instructors were student motivation, class management, safety and liability, testing and test construction, individualizing instruction, improving teaching skills, effective media utilization, adult teaching psychology, lesson planning, and teaching students with special needs. Based on data obtained from the literature review and from the survey, a generic model was developed for preservice and inservice education for postsecondary part-time instructors. (A flow chart and a discussion of the model are included in this report.) (MN)

ED 230 799 CE 036 295

Hohhertz, Durwin
Kitchen Helper. DOT No. 318.687-010. Restaurant Occupations. Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooperative Education; Definitions; *Dining Facilities; *Dishwashing; Equipment Utilization; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; Safety; Secondary Education; *Vocational Education
IDENTIFIERS- *Kitchen Helpers

This coordinator's guide for a module on kitchen helpers, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: dishroom terms and definitions, safety rules, cleaning fundamentals, preparing dishes for the dishwasher, operating a dishwasher, cleaning pots and pans, and additional duties of the kitchen helper. A unit test concludes the guide. (MN)

ED 230 814 CE 036 349

Mongerson, M. Duane, Comp.
Roofing Workbook and Tests. Plans and Specifications.
California Educational Advisory Committee for the Roofing Industry, Sacramento.; California State Dept. of Education, Sacramento. Bureau of Publications.

PUB DATE- 83
AVAILABLE FROM- California Dept. of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802 ($5.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Apprenticeships; Behavioral Objectives; *Blueprints; *Building Trades; Construction (Process); Learning Activities; *Mathematics Skills; *Measurement; Planning; Postsecondary Education; *Roofing; *Specifications; Trade and Industrial Education; Workbooks; Zoning
IDENTIFIERS- *Building Codes

This combination workbook and set of tests on plans and specifications is one in a series of nine individually bound units of instruction for roofing apprenticeship classes. The five topics covered are (1) regulations governing the roofing and waterproofing industry, (2) an overview of blueprints, (3) an overview of specifications, (4) mathematics, and (5) common measurement and calculation problems in roofing. For each topic these materials are provided: objectives, text, and a study assignment. Other contents include lists of required and recommended instructional materials, multiplication tables, and formulas for determining the areas of various types of roofs. The final section of this volume contains an objective test for each of the five topics of the workbook. (YLB)

ED 230 876   CG 016 743

Niederehe, George; And Others
Measuring Family System Characteristics in Families Caring for Dementia Patients.
Texas Research Inst. of Mental Sciences, Houston.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 21 Nov 82
GRANT- NIMH-MH-35400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Data Collection; *Evaluation Methods; *Family Characteristics; *Family Life; Family Relationship; Home Management; Mental Disorders; *Neurological Impairments; Older Adults; *Research Methodology
IDENTIFIERS- *Senile Dementia

This paper describes an ongoing study evaluating families that provide in-home care to elderly relatives wth dementia. Characteristics of the study, which include a focus on progressive senile dementia, use of a clinical approach, longitudinal design, descriptive nature, focus on the dyad of patient and primary caregiver, and use of videotaping for direct observation, are explained. The conceptual model used to organize data and the general research design of the study are described. The sequence of steps involved in evaluating families is given including: social history interview; physical exam; psychiatric evaluation; problem-oriented interviews; neuropsychological testing (patient); family history/social network interview (caregiver); take-home instruments; videotaped interactions; and wrap-up session. The methods used for measuring family dynamics and coping strategies, and suggestions for videotaping and quantifying family interactions are reviewed. Outcome measures devised specifically for this study are noted, and various other instruments used for data collection and evaluation are named. A series of 12 graphics illustrating the study components covered in the text is appended. (WAS)

ED 230 670 CE 035 591

Baker, Glenn E.; And Others
Consumer Education for Texas Industrial Arts. Final Report.
Texas A and M Univ., College Station. Dept. of Industrial Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 81
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Bilingual Education; Bilingual Instructional Materials; *Consumer Education; Educational Needs; Energy Conservation; Fire Protection; Hand Tools; *Industrial Arts; *Instructional Development; Learning Modules; *Material Development; Program Development; Questionnaires; Safety Equipment; Secondary Education; *State Programs; State Surveys
IDENTIFIERS- *Texas; Warranties

A project was undertaken to identify, develop, and test the effectiveness of a limited number of self-contained, individual learning modules about consumer topics that are especially appropriate to a variety of industrial arts courses given in secondary schools in Texas. Included among the project activities were the following: (1) identification of appropriate content topics by a survey administered to a select sample of 49 teachers and administrators involved in industrial arts curriculum development in Texas; (2) development of a system of analysis to define content material within each topic in a consistent and meaningful way; (3) development of a format in which to present the modules; (4) field testing of a portion of the materials in two Texas school districts, using statistical comparisons and teacher reactions; and (5) dissemination of the materials to all school districts in the state. (The appendixes to this project report include project-developed rating and survey instruments as well as learning modules in English and Spanish dealing with energy efficiency, fire protection, hand tools, guarantees and warranties, protective clothing, power hand tools, and sandpaper and other abrasives.) (MN)

ED 230 685 CE 035 959

Morin, Lucien, Ed.
On Prison Education.
Correctional Service of Canada, Ottawa (Ontario).; Ministry of the Solicitor General, Ottawa (Ontario).

REPORT NO.- ISBN-0-660-11051-2
PUB DATE- 81
AVAILABLE FROM- Canadian Government Publishing Centre, Ottawa, Canada K1A 0S9 (Catalogue No. JS82-14/1982E, $15.55).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Access to Education; Case Studies; Community Programs; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Cultural Education; Curriculum Development; Decision Making; Developmental Programs; Educational Benefits; *Educational Needs; *Educational Objectives; *Educational Philosophy; Educational Practices; Educational Trends; Essays; Humanities Instruction; Logical Thinking; Moral Development; Needs Assessment; Position Papers; Postsecondary Education; *Prisoners; Program Development; School Role; Teacher Qualifications; Values Education; Youth
IDENTIFIERS- *Canada

This book, consisting of 19 essays, deals with the meaning and objectives of prison education. Included in the volume are the following works: "Inmate Right to Education," by Lucien Morin; "Penitentiary Education in Canada," by J. W. Cosman; "Rehabilitation through Education: A Canadian Model," by Stephen Duguid; "Towards a Prison Curriculum," by William Forster; "Education in Prisons: a Developmental and Cultural Perspective," by J. D. Ayers; "Can Corrections be Correctional?" by Douglas K. Griffin; "The Benefits of Advanced Education in Prisons," by T. A. A. Parlett; "The Humanities in Prison: A Case Study," by Morgan Lewis; "Prison Education and Criminal Choice: The Context of Decision-Making," by Stephen Duguid; "On the Place of Values Education in Prisons," by Lucien Morin; "Some Theoretical Aspects of Correctional Education," by T. A. A. Parlett; "Correctional Education as Practice of the Judicial Approach: A Contradiction," by Lucien Morin; "The Idea of Fairness as the Basis for the Educational Reform of the Prison," by Peter Scharf; "The Major Psychological Processes in Moral Behavior," by James Rest; "Moral Development, Justice and Democracy in the Prison," by Stephen Duguid; "Effects of Just Community Programs on the Moral Level and Institutional Perceptions of Youthful Offenders," by William Jennings; "Corrections Education and Practical Reasoning: Needs, Methods and Research," by Ian Wright; and "Competencies of the Correctional Educator," by Douglas K. Griffin. (MN)

ED 230 712 CE 036 093

Ladewig, Howard; Shiao, Kun Sun
Development of Personnel Appraisal Procedures to Measure the Job Performance of County Extension Agents. Summary of Research, 30.
Ohio State Univ., Columbus. Dept. of Agricultural Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Competence; *Extension Agents; *Job Performance; Job Skills; *Performance Tests; *Personnel Evaluation; Questionnaires; Research Methodology; State Surveys; Test Construction; Testing; Test Reliability; *Test Validity
IDENTIFIERS- American Institutes for Research; *Ohio; *Performance Against Standard Form

A study assessed the applicability of the American Institutes for Research (AIR) procedures' Performance-Against-Standard form for use in personnel evaluation by the Ohio Cooperative Extension Service. The study also compared relevant test construction approaches identified in the literature to those used in the AIR study in attempting to confirm and improve the reliability and validity of the performance appraisal form. During the study, supervisors of Ohio's 10 extension areas each appraised the performance of those agents working under them who had been employed for at least 6 months but for less than 3 years. Job analysis and the technique of item selection were used to judge item availability on the form. To measure the reliability of the form, researchers utilized Cronbach's alpha. In addition, multivariate measurement was used to determine the accuracy and relevance of the form. Because evidence indicated that the revised Performance-Against-Standard form does provide an accurate and relevant measure of employee performance, recommendations were made calling for including the form into the appraisal system of the Ohio Cooperative Extension Service. (The six page personnel appraisal form is appended.) (MN)

ED 230 727 CE 036 115

Nutrition Education for School Lunch Managers.
Boise City Independent School District, Idaho.
SPONS. AGENCY- Idaho State Dept. of Education, Boise.

PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cooking Instruction; Elementary Education; *Food; *Foods Instruction; Guidelines; Instructional Materials; Learning Activities; Lesson Plans; *Lunch Programs; *Nutrition; *Nutrition Instruction; School Personnel
IDENTIFIERS- *School Lunch Program

This collection of lessons and teaching suggestions is designed to aid local school lunch managers in fulfilling compliance with the requirement that school lunch programs and personnel participate in nutrition education. Provided in the first section of the booklet are general instructions for using the booklet, a guide to lesson plans for specific grade levels, lesson plans, and a list of relevant films. The next seven sections deal with various topics in nutrition education, including school lunch orientation, the basic four food groups and school lunch, nutrients and the basic four food groups, ethnic foods in America, choosing foods, energy balance, bread, and nutritious snacks. Included in each of these chapters are a school lunch manager's section and a teacher's packet that provides background information, suggested supportive materials and activities, handouts and worksheets, and recipes. A bibliography is included. (MN)

ED 230 742 CE 036 165

Jacobs, Clinton O.; Mulcahy, John V.

An Analysis of the Skills Required of Agricultural Mechanics at Retail Farm Machinery Dealerships.

Arizona Univ., Tucson. Dept. of Agricultural Education.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Agricultural Education; Agricultural Engineering; Agricultural Machinery; *Agricultural Machinery Occupations; *Competence; Competency Based Education; Curriculum Development; Educational Needs; Job Analysis; *Occupational Information; Postsecondary Education; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Arizona

In order to determine needs for teaching various competencies in agricultural mechanics courses, a study was conducted to determine the types and frequencies of service/repair operations performed by an Arizona agricultural machinery company from January 1 to June 30, 1981. Data were obtained from 1,232 service orders at the Arizona Machinery Company in Buckeye, Arizona, which services all types of farm machinery. Data were also gathered from interviews with the shop foreman, a field serviceman, and the sales manager. The study found that jobs involving power train, electrical, hydraulic, cooling, and air conditioning systems represented two-thirds of all tasks performed by mechanics at this major farm machinery dealership. Nearly two-thirds of all service orders received by the mechanics involved work conducted in-shop. Of the jobs performed in the field, nearly one-half involved air conditioning and hydraulics. More than two-thirds of all service orders involved work conducted on tractors. The implications of the study for vocational education are that agricultural mechanics in Arizona require a broad range of mechanical competencies and that, when developing specialized curricula for secondary or postsecondary programs in agricultural power and machinery, developers should pay attention to providing instruction that ensures that students have the opportunity to experience hands-on training. (A list of these competencies, the knowledge, and skills needed by agricultural mechanics make up a large part of this document.) (KC)

ED 230 756 CE 036 209

Dodson, Richard; And Others
Vocational Rehabilitation Program Standards Evaluation System. Final Report. Volume II: Using the System: An Analytic Paradigm for Management.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 11 Jun 82
CONTRACT- HEW-105-76-4116; HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Evaluation Methods; Guidelines; *Models; Program Effectiveness; *Program Evaluation; Program Implementation; *Program Improvement; *Standards; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973

The Program Standards Evaluation System was developed in response to evaluation requirements in the 1973 Rehabilitation Act. The system includes procedures for using standards data to monitor and evaluate vocational rehabilitation (VR) service outcomes and outputs as well as standards on key procedural issues. This report contains the outlines of the analytic paradigm for management use of the Program Standards Evaluation System; that is, the typical ways in which information obtained through the operation of the standards system can be analyzed and acted upon by VR program management. In the seven chapters of the report, the analytic paradigm presents the following: (1) the program evaluation standards and associated data elements--indicators of success in achieving VR placement goals; (2) the relations among the program standards; (3) the options available for setting expectations on those indicators, and a recommended process; (4) the decision support system for investigating the causes of problematic attainment and for identifying corrective actions; (5) the system for reporting achievement and for identifying and exploring problematic attainment; and (6) program managers' use of the components of the Program Standards Evaluation System. Appendix A (bound separately as CE 036 210) includes the detailed decision support tables and displays for standards data elements, while Appendix B reviews a number of alternative approaches to the setting of performance levels. (KC)

ED 230 770 CE 036 229

Cheek, Jimmy G.; McGhee, Max B.
Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Agricultural Resources Component. A Report of Research.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Occupations; Agronomy; Behavioral Objectives; Competency Based Education; *Criterion Referenced Tests; Fisheries; *Forestry; Multiple Choice Tests; Natural Resources; Secondary Education; *Soil Conservation; Soil Science; Test Construction; Test Items; Vocational Education; Wildlife; *Wildlife Management
IDENTIFIERS- *Agricultural Resources; Fish Ponds; Florida

An activity was undertaken to develop written criterion-referenced tests for the agricultural resources component of Applied Principles of Agribusiness and Natural Resources. Intended for tenth grade students who have completed Fundamentals of Agribusiness and Natural Resources Occupations, applied principles were designed to consist of three components, with each component comprising one-third of the school year. The agricultural resources component was designed as a specialized component to be taught together with the common core and one other specialized component. A criterion-referenced test was developed for the agricultural resources component from a list of competencies that was compiled. Project results were a list of specific competencies for the agricultural resources component of Applied Principles of Agribusiness and Natural Resources Occupations and an item bank of multiple choice test items and answer keys for the agricultural resources component. Criteria for selecting items from the item bank for testing purposes were recommended. (Two tables display summary statistics and complete item analyses for each question in the item bank. Appendixes, amounting to over one-half of the report, contain the list of competencies, test items, and answer keys.) (YLB)

Wong, Tso Sang
Aging and Alienation: A Longitudinal Analysis.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Alienation; Emotional Adjustment; Gerontology; Interpersonal Relationship; Longitudinal Studies; *Marital Status; *Older Adults; Physical Activity Level; *Physical Health; *Retirement; Social Adjustment; *Social Isolation

Alienation has been a key concept and major area of empirical studies in sociology and psychology; however, most alienation studies have not dealt with the elderly. In an attempt to explore the effects of the aging process and the major events of later life on the aging person's vulnerability to alienation, older residents (50 years or more) in a small town (N=324) completed an initial questionnaire and two follow-up instruments at 2-year intervals. Data analyses indicated that the aging process was accompanied by a decline in alienation scores, suggesting that the later life stage is not necessarily vulnerable to alienation as earlier studies indicated. Retirement did not produce an accelerating effect on alienation scores, contradicting commonly held beliefs. Findings consistent with conventionally held beliefs showed that widowhood and poor health were likely to increase alienation, and an increase in the number of proximate relatives reduced alienation. Those findings which contradict earlier work may be due to differences in research design, methodology, and the characteristics of the sample population. (AG)

ED 230 860 CG 016 727

Fruit, Dorothy
Preparation for Mid-Life Challenges: The Role of Family Life Educators.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Development; *Family Life Education; Interdisciplinary Approach; *Middle Aged Adults; *Midlife Transitions; Physical Health; Pilot Projects; Program Descriptions; *Program Development; Sexuality; *Stress Variables; *Teacher Role; Work Attitudes

This paper describes a pilot program developed to discover the concerns of the middle-aged and to begin education, training, and group sharing about this phase of the family life cycle. A brief literature review examining particular concerns of middle-aged adults is presented, and the question of whether middle age is a time of crisis or transition is explored. The development of the pilot program, led by a family life educator and others from such areas as nursing, health education, and counseling, is described. A one-night workshop is described which included panel and small-group discussions, and the use of questionnaires designed to elicit information about participants' present concerns and suggestions for future programs. Key results of the quesitonnaire are summarized in the areas of career concerns, time, older relatives, and family relationships. Recommondations are offered for future development of research, support groups, and outreach programs for the middle-aged. The questionnaire on mid-life challenges and a table of results are included. (JAC)

ED 230 698 CE 036 056

The Federal Interest in Employment and Training. Seventh Annual Report. Report No. 13.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Disadvantaged; *Employment Programs; *Equal Opportunities (Jobs); Federal Government; *Federal Programs; *Government Role; History; *Job Training; Policy Formation; *Public Policy; Unemployment; Youth Programs

According to this annual report, the National Commission for Employment Policy focused during 1981 on the federal interest in employment and training. This report contains the commission's findings and recommendations together with the staff's report that summarizes the available knowledge of how past employment and training policies and programs have operated together with two specially prepared studies on troubled and displaced workers. After a review of literature, several studies by the commission, consultation with others, and discussions at a conference on employment and training, the commission reached the following conclusions: (1) there has been a long tradition of federal involvement in employment and training programs starting with the Morrill Act of 1862; (2) the primary grounds for a continuing federal interest involve the contribution of employment and training programs to promoting economic growth, facilitating adjustments to labor shocks, and contributing to equal opportunity; and (3) even in the face of current and prospective federal budget cuts, the commission believes that there is a continuing federal interest in employment and training to increase the human capital of hard-to-employ youth and adults so that they will be able to participate actively in the world of work. (KC)

ED 230 845 CG 016 712

McLaughlin, Betty L.; And Others
State of Maine Comprehensive Life-Long Guidance Plan.
Maine Personnel and Guidance Association.; Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Guidance; Competence; Counseling Effectiveness; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; Needs Assessment; *Program Development; Program Effectiveness; School Counselors; *School Guidance; State Programs; Student Development
IDENTIFIERS- *Maine

This guidance plan was prepared to assist counselors in establishing quality programs with an emphasis on work-related education and training and to serve as a model for developing competency-based and accountable programs at the local level. The first section defines guidance terms and presents an overview of basic premises for guidance program development including providers, settings, and expectations for such programs. The second section provides a basic program framework including fundamental components to a complete guidance delivery system: (1) guidance; (2) counseling; (3) appraisal; (4) information and referral; (5) placement; and (6) staff, facilities, and budget. Goals, objectives, and appropriate developmental stages are provided for each component in a chart format. Space is provided for counselors to note current practices, and strengths and weaknesses in each area. Activities are also suggested for each component. The third section addresses desired student outcomes resulting from the guidance model. Each of 12 outcomes is listed on a separate page which is designed to serve as a status and needs assessment instrument, with space for rating existing efforts. The final section discusses business, industry, and community resources, and emphasizes a team approach to guidance programming. Suggestions for maintaining a resource file along with appropriate areas for inclusion in the file are included. (JAC)

ED 230 877 CG 016 744

Schwarz, Karen A.; Banikiotes, Paul G.
The Impact of Gender and Sex Role Orientation on Preferences for Professors and Counselors Utilizing Sexist and Nonsexist Language.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Androgyny; College Students; *Counselor Characteristics; Counselor Client Relationship; Counselors; Higher Education; Language Role; *Language Usage; *Selection; *Sex Bias; *Student Attitudes; *Teacher Characteristics

Masculine pronouns are commonly used as gender-neutral terms to refer to persons of unspecified sex. To explore how preferences for professors and counselors was affected by the sexist or nonsexist nature of the language that they use, androgynous and sex role stereotyped male and female undergraduate students (N=68) read excerpts from four counseling sessions and four journal articles, half of which were presented in sexist and the other half in nonsexist language. The students ranked in order their preferences for the professors and counselors who were represented by these excerpts. Statistical analyses showed the type of language utilized by the professors had no impact on preferences of the subjects. The language of counselors, however, had an impact on preferences. Overall preference was shown for counselors using sexist language. This preference, however, was based on the choices of male and sex-role stereotyped students. Androgynous and female students did not differentiate among counselors on the basis of sexist or non-sexist language. (Author/WAS)

ED 230 713 CE 036 094

Scanlon, Dennis C.; Newcomb, L. H.
The Effects of Task Instruction Sheets on the Performance of Vocational Horticulture Students. Summary of Research, 29.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Agricultural Education; *Horticulture; *Instructional Materials; Job Skills; Secondary Education; *Vocational Education; *Worksheets
IDENTIFIERS- *Task Performance Sheets

A study investigated the effect that task instruction sheets had on the performance of vocational horticulture students when being taught a unit on poinsettia production. Using a post-test only control group design, researchers administered a 35-item multiple choice test on poinsettia production to 207 students in 12 randomly selected eleventh grade vocational horticulture classes. Of the 207 students participating in the study, 90 were in the control group and 117 were in the experimental group. Before being asked to complete the test, classes in the experimental group received a series of task instruction sheets on poinsettia production along with a monograph describing the nature and use of task instruction sheets. Classes in the control group received neither the task sheets nor the monograph. It was concluded that task instruction sheets are capable of causing significant increases in student achievement and that, as such, they should be given consideration as an important element of effective laboratory management. Based on these findings, recommendations were made calling for the integration of task instruction sheets into normal units of study included in vocational agricultural courses with extended laboratory periods and for the development of packages of such task instruction sheets in specialized vocational agricultural taxonomy areas. (MN)

ED 230 728 CE 036 130

U'Ren, Paula Kabance; Baker, Meryl S.
Job-Oriented Basic Skills (JOBS) Program for the Acoustic Sensor Operations Strand.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- [illegible] 83-21
PUB DATE- Ju[illegible]
LANGUAGE- En[illegible]
EDRS Price - [illegible] Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Basic Skills; *Curriculum Development; Job Analysis; *Job Skills; Military Personnel; Military Training; Occupational Information; Prerequisites; Technical Education; *Technical Occupations
IDENTIFIERS- *Acoustic Detectors; *JOBS Program; Navy; Sonar Operators

An effort was undertaken to develop a job-oriented basic skills curriculum appropriate for the acoustic sensor operations area, which includes members of four ratings: ocean systems technician, aviation antisubmarine warfare operator, sonar technician (surface), and sonar technician (submarine). Analysis of the job duties of the four ratings revealed that sensor operations for acoustic analysis and continued on-the-job study are critical job requirements. The basic requirements for acoustic sensor operations consisted of skills in mathematics, reading, study skills, and memorization. The acoustic prerequisite requirements were skills in science, conceptual understanding of mechanical operations and relationships, and problem solving. Course objectives and instructional specifications were developed based upon the training requirements. (The seven-page narrative is followed by these appendixes: a sample job analysis survey; the basic skills survey; the acoustic prerequisite skills survey; terminal objectives and sample test items; and instructional specifications that detail, for each topic area, objectives, instructional media method, strategy specifications, instance specifications, and testing.) (YLB)

ED 230 785 CE 036 274

Machine Shop Practice, 13-2. Military Curriculum Materials for Vocational and Technical Education.

Army Ordnance Center and School, Aberdeen Proving Ground, Md.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- Oct 73

AVAILABLE FROM- Military Curriculum Project, The Center for Vocational Education, 1960 Kenny Rd., Columbus, OH 43210.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Behavioral Objectives; Blueprints; Equipment Maintenance; *Equipment Utilization; *Hand Tools; Instructional Materials; Learning Activities; *Machine Tool Operators; *Machine Tools; *Machinists; Mathematics Skills; Measurement Equipment; *Metal Working; Military Personnel; Military Training; Postsecondary Education; Secondary Education; Vocational Education

IDENTIFIERS- Military Curriculum Project

This military-developed text consists of self-instructional materials dealing with the basic tools and equipment used in metalworking shops. Covered in the individual lessons are the following topics: materials and processes; shop mathematics; blueprint reading and sketching; handtools, measuring instruments, and basic metalworking machines; vertical cutting bandsaws; shapers; milling machines; and lathes. Each lesson contains objectives, coded text, and exercises. Designed for immediate feedback, the exercise answers provide for rerouting to extra reading in case of incorrect answers and for reinforcement in the case of a correct answer. (MN)

ED 230 800 CE 036 296

Hohhertz, Darwin
Salad Maker. DOT No. 317.384-010. Restaurant Occupations.
Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cooking Instruction; Cooperative Education; Definitions; *Dining Facilities; Equipment Utilization; *Food; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; Secondary Education; Vocational Education
IDENTIFIERS- Recipes (Food); *Salad Makers

This coordinator's guide for a module on salad makers, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: salad maker terms and definitions, recipes and how to follow directions, small equipment, types of salad, salad ingredients, salad preparation, salad dressings, garnishes, salad bars, and cold sandwiches. A unit test concludes the guide. (MN)

ED 230 815 CE 036 350

Mathematics. Course in Carpentry Workbook and Tests.
California State Dept. of Education, Sacramento. Bureau of Publications.
PUB DATE- 83
AVAILABLE FROM- California State Dept. of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802 ($3.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Apprenticeships; *Building Trades; *Carpentry; Decimal Fractions; Fractions; Learning Activities; *Mathematics Skills; Measurement; Metric System; Percentage; Postsecondary Education; Trade and Industrial Education; Whole Numbers; Workbooks

This combination workbook and testbook on mathematics is one in a series of 20 individually bound units of instruction for carpentry apprenticeship classes. Three diagnostic tests and suggestions for their administration are included to identify areas in which the apprentice may need work and study. The 12 topics covered are whole numbers; fractions; decimals; percents; conversion of units; compound numbers; decimal and fractional equivalents; perimeters, areas, and volumes; squares and square roots; the right triangle; lumber products and board measure; and metric measurements and conversion. For each topic these materials are provided: questions to direct study of the content, text, and a study guide. Required and recommended instructional materials are listed. The final section of this volume contains an objective test for each of the 12 topics of the workbook. (YLB)

ED 230 829 CG 016 696

Krout, John A.
Correlates of Senior Center Utilization.
SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Gerontology; Group Activities; Multivariate Analysis; *Older Adults; *Participant Characteristics; *Participation; Research Methodology; Social Life; *Social Support Groups; Use Studies
IDENTIFIERS- *Senior Citizen Centers

Gerontological research appears to indicate that a relatively small percentage of the elderly population of the United States attends any of the nation's senior centers. In order to identify the correlates of senior center participation for a sample of elderly living in a small urban community, elderly male and female center users (N=97) and non-users (N=125) participated in personal interviews. A difference of means test for the four categories of independent variables (need, predisposing, enabling, and informal suport) indicated significant differences among users and non-users for only one variable in each of the need, enabling, and informal support rubrics. A large number of the predisposing variables showed differences between the two groups. Multivariate analyses, however, indicated that not all these variables distinguished between center users and non-users. Reasons for participation identifired by users included something to do, invitations from friends and relatives, and a desire for company or to make friends. Major reasons for non-involvement were being too busy and lack of interest. These findings appear to support the view that a primary function of a senior center is a social one. The differences in results between the simple and multivariate analyses seem to indicate the need for multivariate data analysis. (AG)

ED 230 861 CG 016 728

Webb, Raymond J.
Self-Recording as a Method of Increasing Altruistic Behavior.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Altruism; Attitude Measures; *Behavior Change; College Students; Higher Education; Personality; Predictive Validity; *Psychological Patterns; Self Esteem; *Self Evaluation (Individuals); Student Attitudes; Student Behavior; Training Methods
IDENTIFIERS- Minnesota Multiphasic Personality Inventory; *Self Monitoring

It has been suggested that training in altruistic behavior would last longer if the change were self-initiated. To compare methods of increasing altruistic behavior, 103 male college students were randomly assigned either to self-record their altruisitc behaviors, to read about helping and caring, or to a control group. All took the Minnesota Multiphasic Personality Inventory and were peer-rated and rated themselves (pre- and posttest) on a measure of altruisitc attitudes. On six unobstrusive measures, self-recorders had significantly more altruistic behaviors than controls and marginally more than readers. Self-recorders gained significantly more on the altruistic attitudes measure (posttest versus pretest). Peer rating on the altruism scale was significantly correlated with mean daily amount of self-recorded altruistic behavior. The findings support the notion that self-recording is an effective means of increasing altruistic behavior. (JAC)

ED 230 671 CE 035 592

Baker, Glenn E.; Dugger, John C., III
Consumer Education for Texas Industrial Arts II. Final Report.
Texas A and M Univ., College Station. Dept. of Industrial Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 82
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Bilingual Education; Bilingual Instructional Materials; *Consumer Education; *Industrial Arts; *Information Dissemination; Inservice Teacher Education; *Learning Modules; Material Development; Questionnaires; Secondary Education; State Programs; Surveys; Teacher Attitudes; *Teacher Workshops

A series of teacher workshops was held at 10 locations throughout Texas for the purpose of disseminating a set of self-contained modules on consumer skills for industrial arts students. At the individual workshops, each teacher was given up to 20 copies of each of the bilingual modules to enhance the possibility that they would be used in classrooms. The remaining workshop activities concentrated on specific techniques for the classroom use of the modules and on developmental strategies for new modules. The main evaluation measures for the project consisted of two elements, an initial evaluation at the end of each workshop and a second evaluation after the modules had been in use. Most of the teachers surveyed felt that the materials would be useful. The few negative comments dealt with the reading level of the Spanish text. After the materials had been used at the junior and senior high school levels, a follow-up questionnaire was administered to 92 randomly selected workshop participants. Again, the responses were supportive of the materials. (Appendixes to the report include the initial and follow-up evaluation instruments; respondent comments on the evaluations; and new bilingual modules dealing with buying used cars and trucks, clear wood finishes, wood screws, and nails.) (MN)

ED 230 743 CE 036 167

Brooks, Phyllis C.

A Model Guidance Program for Postsecondary Vocational-Technical Schools in Arkansas.

Quapaw Vocational-Technical School, Hot Springs, AR.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Counseling; Confidentiality; *Counseling Services; *Counseling Techniques; *Counselor Role; Counselor Teacher Cooperation; Employment Potential; Extracurricular Activities; Group Counseling; Guidelines; Individual Counseling; Inservice Teacher Education; Job Placement; Job Skills; Postsecondary Education; Program Development; Public Relations; Recordkeeping; Remedial Instruction; *School Counseling; School Counselors; Student Financial Aid; Student Records; Student Recruitment; Technical Education; Testing; Vocational Education; Vocational Followup; *Vocational Schools
IDENTIFIERS- Arkansas

Developed through a pilot project in Arkansas, this guide provides counselors with essential information and materials for conducting a counseling program in postsecondary vocational-technical schools. The guide is organized into 10 chapters that cover the following topics: counseling in the vocational-technical school (including the basics of counseling, skills in counseling, group counseling, and counseling ethics), testing in the vocational-technical school, remedial and related courses, financial aid administration, student records, student activities, placement and follow-up, employability skills, inservice training, and recruiting and public relations. Related sources of information and materials are included in each chapter. Appendixes contain blank forms for counseling, testing and referral, financial aid, student records, placement and follow-up, and inservice surveys. A bibliography completes the document. (KC)

ED 230 757 CE 036 210

Stoddard, Susan; And Others

The Rehabilitation Executive's Evaluation System (TREES). Appendix A of: Vocational Rehabilitation Program Standards Evaluation System. Final Report. Volume II: Using the System: An Analytic Paradigm for Management.

Berkeley Planning Associates, Calif.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- 11 Jun 82

CONTRACT- HEW-105-76-4116; HEW-105-79-4000

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTIONS- Adults; Evaluation Methods; Guidelines; *Models; Program Effectiveness; *Program Evaluation; Program Implementation; *Program Improvement; *Standards; *Vocational Rehabilitation

IDENTIFIERS- *Rehabilitation Act 1973

The Program Standards Evaluation System was developed in response to evaluation requirements in the 1973 Rehabilitation Act. The system includes procedures for using standards data to monitor and evaluate vocational rehabilitation (VR) service outcomes and outputs as well as standards on key procedural issues. This report, which is Appendix A of the analytic paradigm for management use of the Program Standards Evaluation System, contains decision trees and displays for the data elements of the revised performance standards. The report is organized as follows: (1) decision trees are summarized in table format, indicating several possible explanatory scenarios for problematic performance on the data element; and (2) displays are keyed to each table, providing interpretation at various steps in the decision process and directing the analyst to the data elements. Most displays include a summary of the problem as defined by the relevant stage of investigation, including tests to use and norms for each data item. The tables, one for each element, show how the problem flagged by a particular element can be broken down into more specific subproblems by looking at other data items; table numbers correspond to the number of the data element in the standards system, and each table includes two or more possible scenarios that might explain problematic performance on the data element. Other displays show the logical steps summarized in the tables in more detail, introduce tests on other data elements, and compare the values of these elements with agency norms to analyze the display problem. In addition to the data-element-related tables, two special displays describe particular situations. (KC)

ED 230 771 CE 036 230

Cheek, Jimmy G.; McGhee, Max B.
Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Agricultural Production Component. A Report of Research.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Occupations; *Agricultural Production; *Agronomy; *Animal Husbandry; Behavioral Objectives; Competency Based Education; *Criterion Referenced Tests; *Farm Management; Multiple Choice Tests; Natural Resources; Secondary Education; Test Construction; Test Items; Vocational Education
IDENTIFIERS- Florida

An activity was undertaken to develop written criterion-referenced tests for the agricultural production component of Applied Principles of Agribusiness and Natural Resources Occupations. Intended for tenth grade students who have completed Fundamentals of Agribusiness and Natural Resources Occupations, applied principles were designed to consist of three components, with each component comprising one-third of the school year. The agricultural production component was designed as a specialized component to be taught together with the common core and one other specialized component. A criterion-referenced test was developed for the agricultural production component from a list of competencies that was compiled. Project results were a list of specific competencies for the agricultural production component of Applied Principles of Agribusiness and Natural Resources Occupations and an item bank of multiple choice test items and answer keys for the agricultural production component. Criteria for selecting items from the item bank for testing purposes were recommended. (Two tables display summary statistics and complete item analyses for each question in the item bank. Appendixes, amounting to over one-half of the report, contain the list of competencies, test items, and answer keys.) (YLB)

ED 230 686 CE 035 970

Gulledge, Earl N.
Health Education Consortium. Articulated Nursing Education Program. Final Report from January 1, 1980 to June 30, 1981.
Okaloosa-Walton Junior Coll., Niceville, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Acceleration (Education); *Articulation (Education); *Curriculum Development; *Educational Cooperation; Educational Objectives; Guidelines; *Nursing Education; Pilot Projects; Postsecondary Education; Program Descriptions; Program Development; Program Effectiveness; Program Implementation; State Programs
IDENTIFIERS- *Florida; *Health Education Consortium; Pensacola Junior College FL

A project entitled the Health Education Consortium was initiated to develop an articulated nursing educational route that would meet the educational needs of all types of nursing personnel from nurses aides through and including nurses with master of science degrees. Included among the major activities of the project were the following: establishment of a consortium center at Okaloosa-Walton Junior College to house a consortium to which representatives of each vocational center, community and junior college, and university in Florida's Region I district were invited; formation of an advisory committee comprised of health occupations educators and industry representatives; research on the state of the art; visits of operational models; and development of an operational plan patterned after a similar consortium in California. Because of its readiness to start its own licensed practical nurse (LPN) and associate degree nurse (ADN) articulation program, Pensacola Junior College was chosen as the consortium pilot program. To date, combined philosophies for the LPN and ADN programs have been formulated, and curriculum revision has been started. While future plans for the continuation of the consortium's articulation project depend upon securing adequate private sector funding, it is anticipated that the other institutions of Region I will follow suit according to a timetable formulated by members of the consortium. (MN)

ED 230 699 CE 036 060

The Federal Role in Vocational Education: Sponsored Research. Special Report No. 39.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Attitudes; Adults; *Articulation (Education); *Cost Effectiveness; Demand Occupations; Disabilities; Educational Benefits; *Employment Projections; Federal Government; Government Role; High Schools; Institutional Cooperation; Mining; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Rehabilitation Programs; *Vocational Education
IDENTIFIERS- Comprehensive Employment and Training Act; West Virginia

The seven papers in this volume address three topics: the economic effects of vocational education, occupational projections, and coordination among institutions providing training. The first paper analyzes high school vocational education from an economic viewpoint, while the second examines the effects of vocational training coupled with the size of firms on the employment experience of noncollege youth. The last paper in the outcomes of vocational education section assesses the effectiveness of vocational education and Comprehensive Employment and Training Act (CETA) programs through the use of routinely available administrative data. In the second section on occupational projections and vocational education, technical information on occupational coding is provided, and vocational education for coal mining in West Virginia is profiled. The final section examines educational coordination, first between CETA and vocational education as seen by vocational educators and then through an examination of the role of federal vocational education funding in promoting reemployment of disabled workers. (KC)

ED 230 786 CE 036 275

Weather Observer, 15-1. Military Curriculum Materials for Vocational and Technical Education.

Air Univ., Gunter AFS, Ala. Extension Course Inst.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- May 75
AVAILABLE FROM- Military Curriculum Project, The Center for Vocational Education, 1960 Kenny Rd., Columbus, OH 43210.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Equipment; Independent Study; *Learning Activities; *Meteorology; Occupational Information; On the Job Training; Postsecondary Education; Programed Instructional Materials; Promotion (Occupational); Technical Education; Test Items; *Weather; *Wind (Meteorology); Workbooks
IDENTIFIERS- Military Curriculum Project

This course, adapted from military curriculum materials for use in vocational and technical education, was designed to upgrade an apprentice weather observer to the weather observer specialist level. Intended to be used in a laboratory or on-the-job learning situation, it contains both basic information needed for review and supervisory information. The course is divided into four volumes with accompanying student workbooks. Volume 1 on unit operations, equipment, and special topics contains two chapters covering meteorology, mathematics, and weather station equipment; while the second volume on surface weather observations and station operations contains two chapters covering observations as well as encoding and disseminating surface observations, with practice charts attached. In the third volume on weather plotting and communications, three chapters cover plotting weather charts, weather communications, as well as editing and electronic data processing. A supplemental volume of charts accompanies the volume. The final volume on upper air observations and tactical stations contains three chapters discussing pilot balloon observations, Rawinsonde Observations, and Rocketsonde and Dropsonde Observations. Each chapter contains objectives, readings, exercises, and answers for student self-study and evaluation. Volume review exercises (without answers) are available. Used in a self-study situation, the course is planned to give some background and advanced information on specific procedures used in meteorology and weather observation. (KC)

ED 230 801 CE 036 297

Hohhertz, Durwin
Waiter/Waitress. DOT No. 311.477-030. Restaurant Occupations. Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooperative Education; Definitions; *Dining Facilities; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; Safety; Secondary Education; *Vocational Education; Work Attitudes
IDENTIFIERS- *Waiters Waitresses

This coordinator's guide for a module on waiters and waitresses, one of a series of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: dining room attendant terms and definitions; appearance and attitudes for work, general safety, setting a table, taking customers' orders, table service, customers' checks, dining room responsibilities, and preparing drinks. A unit test concludes the guide. (MN)

ED 230 816 CE 036 351

Nesbitt, William R.
Manual of First-Aid Practices for School Bus Drivers. Revised.
California State Dept. of Education, Sacramento. Bureau of Publications.
PUB DATE- 83
AVAILABLE FROM- California Dept. of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802 ($1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Bus Transportation; Driver Education; *First Aid; *Health Education; *Injuries; *School Buses; *Student Transportation
IDENTIFIERS- *Bus Drivers; California

This manual is intended to provide California school bus drivers with the required course of instruction in first aid practices. It deals with the basic principles of handling serious medical emergencies, but major emphasis is on the variety of minor injuries or illnesses that may occur while students are riding on school buses. Chapter 1 covers determining the course and plan of action in each medical emergency. The next 15 chapters focus on first aid care for these types of emergencies: emergencies of the heart and circulatory system; wounds, bleeding, and bruises; breathing and airway maintenance; skeletal injuries and disorders; spinal injuries; injuries to the head and special organs; transportation of the sick and injured; unconsciousness, fainting, and convulsions; shock; poisoning and drug overdose; less serious medical problems; thermal, chemical and electrical injuries; foreign bodies; bites and stings; and mental health emergencies. Chapter 17 summarizes 10 important points from the manual. (YLB)

ED 230 846 CG 016 713

Halgin, Richard P.; And Others
Integrating Behavioral and Psychodynamic Therapies: Issues in Training and Treatment. Symposium Papers.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Theories; *Counseling Techniques; *Counseling Theories; Counselor Client Relationship; *Counselor Training; Group Therapy; Higher Education; Models; Psychologists; Psychopathology; *Psychotherapy; Sexuality
IDENTIFIERS- *Psychoanalytic Theory

These five symposium papers address the gap between behavioral and psychoanalytic theories. "Teaching the Integration of Different Models to Therapists-in-Training," by Richard P. Halgin, suggests that students should concentrate on a broad-based education, using the best of several approaches to fit individual client needs, rather than choosing an established school of psychotherapy. "The Transition from Behavioral to Exploratory Psychotherapy," by Bruce Kerr, presents the issue of clinical flexibility as an approach to the complexity of human behavior. Case studies are used to illustrate the need for mastery of different clinical models. "The Integration of Behavioral and Psychodynamic Techniques in the Group Treatment of Sex Dysfunction," by Robert Muller, presents an open-ended, client-based, interpersonal orientation model. A study showing the effectiveness of this approach is included. "Integration of Behavioral and Analytic Modes: A First Year Student's Perspective," by Aimee Grunberger, points out that the notion of rapprochement originated in the form of endless journal debates over the relative merits of one type of therapy over another. Reviews of several studies on comparative therapies are presented. "Learning to Listen: Modifying a Psychoanalytic Psychotherapy," by Linda Kanefield, presents a case study based on the dynamics of the counselor client relationship. Modification of the therapist's neutrality, use of interpretation as a major tool, and analysis of transference are discussed along with the effect of these changes on the therapist's capacity to respond differently to different patients. (JAC)

ED 230 878 CG 016 745

Patrizi, Fredric M.
Self-Attitude Enhancement through Positive Mental Imagery.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; College Students; Higher Education; Personality Traits; *Psychotherapy; *Relaxation Training; *Self Concept; *Visualization
IDENTIFIERS- *Mental Imagery

Enhanced self-attitudes following a psychotherapeutic encounter almost always serve as an indicator of therapy success. In an attempt to enhance self-attitudes through the use of positive mental imagery, undergraduate students (N=72), divided into 4 groups, participated in 4 experimental sessions. The experimental groups imagined themselves exhibiting 10 different desirable personality characteristics (positive imagery) identified as being either common or uncommon self-attributes. The control groups imagined themselves in 10 different outdoor scenes (neutral imagery). To examine the effects of relaxation training on vividness of imagery, two of the groups learned relaxation techniques. All groups participated in three imagery sessions either with or without relaxation training. In the fourth session, which they believed was part of another experiment, the students completed the Tennessee Self-Concept Scale, the Rosenberg Self-Esteem Scale, and a revised Fishbein and Ajzen-type scale of self-attitude, containing the 10 personality characteristics used in the positive imagery condition. Statistical analyses showed that positive imagery significantly affected self-attitude in a positive direction on the Fishbein and Ajzen-type scale but not on the other measures. Enhanced self-attitude resulted primarily from an increase in the affective evaluation of the 10 uncommon personality characteristics. (Author/WAS)

ED 230 672 CE 035 785

Davis, Lansing J.
Making Education Meaningful for Disadvantaged Young Adults.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; *Adult Vocational Education; *Economically Disadvantaged; Educational Needs; *Educational Objectives; *Participation; *Relevance (Education); *Young Adults

Educational and training programs have been successful in recruiting disadvantaged young adults because they also provide other services (e.g., food, money, and shelter); yet, client participation in the programs is often minimal. Client lack of utilization of academic and vocational training programs can be categorized in three areas. These are nonparticipation, nominal participation (enrollment but noninvolvement in the learning experience), and discrepant participation (students' inability to apply information to improvement or mastery of life situations). In addition to personal reasons for lack of utilization, organizational barriers prohibit programs from moving clients beyond the level of nominal participation, and clients participate only to ensure receipt of other benefits. Utilization behavior can be enhanced by the use of effective and appropriate counseling support, an emphasis on auxiliary skills, and a focus on relevance and application of newly acquired skills to clients' life situations. (YLB)

ED 230 714 CE 036 096

McLean, Gary N.
Assessing the Need for a Training and Development Emphasis Within Vocational and Technical Education at the University of Minnesota.
Social Security Administration (DHHS), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agricultural Education; Business; *Business Education; Curriculum Development; Industrial Training; Industry; Inplant Programs; Inservice Education; Job Training; *Needs Assessment; *Organizational Development; Postsecondary Education; *Program Development; Staff Development; *Training; *Vocational Education

The Department of Vocational and Technical Education at the University of Minnesota explored the possibility of incorporating an emphasis on training and development into existing programs. Activities undertaken to determine the need for such a program included extensive interviews with training and development personnel in the Minneapolis/St. Paul area, the obtaining of follow-up information on department graduates to determine current placements in training and development positions, review of existing programs, and a survey of training and development related courses at the University of Minnesota. A mail survey of members of the Southern Minnesota Chapter of the American Society for Training and Development collected data on positions held, educational background, undergraduate college major, the highest graduate degree earned and major, anticipated hirings, interest in college courses or programs in training and development, courses of interest, and the willingness to teach courses or provide internships. A focus on training and development in industry and business was recommended. Other recommendations were made regarding course development, times, instructors, and an internship program. (In addition to 18 tables, appendixes provide graduate follow-up information, the questionnaire, proposals for a training course, an organization development course, a special topics course, and an internship course.) (YLB)

ED 230 729 CE 036 132

Keller, John W.; And Others
Process Approach to Career and Life Planning.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Adults; *Career Development; *Career Planning; Decision Making; *Decision Making Skills; Employment Interviews; Guidelines; Job Search Methods; Lifelong Learning; *Models; *Self Actualization; *Self Evaluation (Individuals)
IDENTIFIERS- Resumes

With increased emphasis on personal fulfillment in society, it seems that individuals must remain knowledgeable about the multidimensional aspects of career choice and vocational life. It is predicted that for people of all ages, career and life planning will continue to play an increasingly important role. A 13-step approach to career and life planning can serve as one model that is both practical and effective. The 13 steps of the model are the following: self-awareness, career personality profile, brainstorming career possibilities, settling on four careers, projecting four careers into the future, gathering job market information on four careers, asking important questions about the four careers, deciding on two tentative careers, developing a career desires profile, selecting a single career, preparing a resume, preparing for the employment interview, and, finally, preparing for subsequent careers. It is hoped that the decisions resulting from following this career and life planning model will contribute to self-realization. (Author/KC)

ED 230 830 CG 016 697

Gelles, Richard J.; Cornell, Claire Pedrick
International Perspectives on Family Violence.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Sep 82
GRANT- NIMH-MH-27557
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Battered Women; *Child Abuse; Cultural Differences; Cultural Influences; Family Life; Family Relationship; *Foreign Countries; Literature Reviews; Research Methodology; Spouses; *Violence
IDENTIFIERS- *Family Violence

This paper reviews a sampling of the literature on child abuse, spouse abuse, and family violence from around the world. The 72 books, journal articles, newspaper articles, and legislative reports which are included cover the period 1960-1981. A section on where family violence research has been conducted includes studies on child abuse and neglect from Great Britain, Africa, and western European countries; in the area of spouse abuse, studies cited are from Great Britain and Canada. A table is included which indicates publications on family violence according to type of violence. A section on the definitions of family violence includes materials from Great Britain, European countries, Scandinavia, Australia, Third World nations, Japan, and India. The methods which family violence researchers use are detailed, indicating that survey research and quasi-experimental designs are the most common form for child abuse research; survey research is the most common method for spouse abuse research. Theories which underlie family violence research are discussed including the social/structural models which are used in foreign countries more than in the United States. A section devoted to what we know about family violence in other countries covers the existence and extent of the problem and the factors associated with family violence. (AG)

ED 230 862 CG 016 729

Peterson, Lizette; Homer, Andrew
The Utility of Vignette Judgment Tasks and Their Relationship to Past Behavioral Data.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Altruism; College Students; Females; Higher Education; Interpersonal Relationship; *Prosocial Behavior; *Research Methodology; Social Attitudes; Social Exchange Theory; Social Psychology; *Value Judgment
IDENTIFIERS- *Vignettes

While research examining altruism has relied on subject responses to written vignettes rather than actual altruism-eliciting situations, the relationship between written responses and actual behavior has not been established. To assess the degree to which some classic social/psychological behavior results could be replicated using short, written vignettes, 82 college women responded to 12 vignettes replicating 3 behavioral experiments (Piliavin, 1969, the subway experiment; Berkowitz and Daniel, 1963, recipient dependency and awareness of donor's help; and Austin, 1979, victim and thief). Responses to the vignettes clearly replicated the behavioral studies. Results showed that deserving, ill victims received more help judgments than potentially drunk victims (Piliavin, 1969). Berkowitz and Daniel's 1969 results were similarly replicated, with the interaction of awareness and dependency marginally significant. Finally, Austin's 1979 results were replicated, with woman victim/woman thief receiving more interventions than male victim/male thief. The results indicate that adult responses to written representations of environmental cues are much the same as the responses to actual situations produced in the original research. (JAC)

ED 230 687 CE 035 971

Heggen, James R.
A Fast Track Model for Developing Curriculum That Recognized the Needs of Special Target Groups for Industrial Arts Middle Schools. Final Report from April 1, 1980 to June 30, 1981.
Florida A and M Univ., Tallahassee.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Building Trades; Career Exploration; Communications; Construction (Process); *Curriculum Development; *Disabilities; Employment Opportunities; Graphic Arts; Guidelines; Individual Needs; *Industrial Arts; Industry; Junior High Schools; Material Development; *Models; Power Technology; Program Development; Program Guides; Program Implementation; Special Education; *State Curriculum Guides; State Programs; Teacher Developed Materials; Teacher Workshops; Teaching Methods; Transportation; Vocational Education
IDENTIFIERS- *Florida; Special Needs Students

A project was undertaken to formulate a fast-track model for developing curriculum that recognizes the needs of special target groups in industrial arts programs in Florida middle schools. During the project, two groups of key teachers and supervisors from four districts within the state of Florida met in short brainstorming sessions to develop, revise, and validate a series of curriculum materials for inclusion in a guide to address the needs of disabled industrial arts students at the middle school level. Following state guidelines for writing staff development guides, a standardized content format was developed for the materials. Included in the guide were materials addressing the following program areas: orientation to American industries occupations, exploration of construction occupations, exploration of graphic-communications occupations, exploration of manufacturing occupations, and exploration of power and transportation occupations. The guides were disseminated at a conference for Florida industrial arts teachers and through the Florida State Department of Education office. Appended to this report are the fast-track curriculum model, a narrative describing the model, standardized cover designs, an examination of various types of special needs learners in industrial arts, and a program guide format. (MN)

ED 230 700 CE 036 061

De Jong, Shirley
An Assessment of Educational Interests of Women over 60.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Age; Age Differences; Educational Background; Educational Research; *Females; *Interests; Marital Status; Middle Aged Adults; *Older Adults; Program Design; Questionnaires; *Student Educational Objectives; Surveys; Voluntary Agencies
IDENTIFIERS- Minnesota (Minneapolis); Young Womens Christian Association

Educational interests of women aged 60 and over were studied, and a correlation between the respondents' ages, educational levels, marital status, as well as the number and types of educational topics they chose was investigated. The subjects' preferences as to selected program design questions were also identified. One hundred current members of a voluntary organization, the Minneapolis YWCA, completed a self-administered questionnaire. The typical respondent was Caucasian, aged 60 to 69, and had completed some college. They ranked the 13 categories of 148 top educational topics in the following order: financial security, health and physical fitness, art, personal development, life-coping skills, spirituality, the world we live in, medical concerns, household management, consumer competence, music, hobbies, and career-related topics. An analysis of the variance test found a significant difference in the interests among respondents when grouped into three age categories. The difference in the number of activities of interest was not significant for educational level groups. No significant difference existed in the number of items checked among respondents in three marital status groups. The majority preferred (1) classes with people of mixed ages, (2) fall and spring programs, (3) weekday and morning offerings, and (4) classes and lectures. (The questionnaire, some data, and comments are appended.) (YLB)

ED 230 744 CE 036 169

Bush, Marlene Kerr
An Action Plan. The Transitional Year (A Systematic Approach to Career Placement).
Pulaski County Special School District, Little Rock, Ark.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Development; *Career Education; *Career Planning; Decision Making; Decision Making Skills; *Education Work Relationship; Entry Workers; Guidelines; High Schools; *High School Seniors; Leaders Guides; Learning Activities; Military Service; Postsecondary Education; Program Development; Program Implementation; School Counseling; *Self Evaluation (Individuals); Transparencies
IDENTIFIERS- Arkansas; Self Employment

The Transitional Year Plan is a systematic approach to career placement that attempts to smooth the path from school to work. This school/community-based program maximizes career guidance, counseling, and placement for high school seniors by having them select and plan their careers in one of four broad categories: self-employment, postsecondary education, military experience, or gainful employment. Based on a successful implementation of the transitional year in a high school in Arkansas, this action plan guide has been developed to enable counselors and other facilitators to replicate the program. The guide provides a step-by-step approach outlining specific action steps for the seniors to accomplish in order to initiate their career choices successfully. Specific group session outlines and suggested activities are included to assist the facilitator. Forms for students to use in planning and developing transparency masters are included in the guide, along with instructions for initiating the project. (Although the original project was conducted with seniors, many of the activities can be used with students at lower grade levels for career planning.) (KC)

ED 230 758 CE 036 211

Rogers, J. Mark; And Others
Vocational Rehabilitation Program Standards Evaluation System. Final Report. Volume III: Guidance Materials. Revised.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 21 Jun 82
CONTRACT- HEW-105-76-4116; HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; Evaluation Methods; Guidelines; Program Effectiveness; *Program Evaluation; Program Implementation; *Program Improvement; *Standards; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973

The Program Standards Evaluation System was developed in response to evaluation requirements in the 1973 Rehabilitation Act. The system includes procedures for using standards data to monitor and evaluate vocational rehabilitation (VR) service outcomes and outputs as well as standards on key procedural issues. These guidance materials, volume 3 of the final report on the Program Standards System, contain an overview of the Program Standards System and descriptions of the standards, data elements, and data collection forms. Instructions for collecting the data are included, as is a description of the standards reports that will be generated by the Rehabilitation Services Administration's Management Information System. An appendix to this volume contains the program data requirements for the current version of the benefit-cost model for rehabilitation services. (KC)

ED 230 772 CE 036 231

Cheek, Jimmy G.; McGhee, Max B.
Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Forestry Component. A Report of Research.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Agribusiness; *Agricultural Education; Agricultural Occupations; Behavioral Objectives; Competency Based Education; *Criterion Referenced Tests; Equipment Maintenance; Equipment Utilization; *Fire Protection; *Forestry; Multiple Choice Tests; Natural Resources; Plant Pathology; Recreation; Secondary Education; Test Construction; Test Items; Trees; Vocational Education

An activity was undertaken to develop written criterion-referenced tests for the forestry component of Applied Principles of Agribusiness and Natural Resources. Intended for tenth grade students who have completed Fundamentals of Agribusiness and Natural Resources Occupations, applied principles were designed to consist of three components, with each component comprising one-third of the school year. The forestry component was designed as a specialized component to be taught together with the common core and one other specialized component. A criterion-referenced test was developed for the forestry component from a list of competencies that was compiled. Project results were a list of specific competencies for the forestry component of Applied Principles of Agribusiness and Natural Resources Occupations and an item bank of multiple choice test items and answer keys for the forestry component. Criteria for selecting items from the item bank for testing purposes were recommended. (Two tables display summary statistics and complete item analyses for each question in the item bank. Appendixes, amounting to approximately two-thirds of the report, contain the list of competencies, test items, and answer keys.) (YLB)

ED 230 817 CE 036 359

Toldson, Ivory L.

Application of Lateral Brain Research to the Employability Quotient of Core Black Youth: Implications for Occupational Futuring.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Behavior; *Blacks; Career Education; *Cerebral Dominance; Cognitive Ability; *Educationally Disadvantaged; Emotional Response; Employment Potential; Futures (of Society); Job Skills; *Job Training; Psychological Studies; Research; Unemployment; Young Adults
IDENTIFIERS- *Black Expressive Behavior; Brain Hemispheres; *Brain Research

Lateral brain research can be used to develop an understanding and appreciation of the vocational and occupational significance of black expressive behavior manifested in some blacks. Historically, employers have placed primary emphasis on cognitive abilities--functions of the left side of the brain. Research has shown, however, that the right side of the brain has the ability to acquire concepts and skills necessary for job task effectiveness. Job requirements and management styles are often prohibitive to the maintenance of good mental health in view of their stress-inducing characteristics and are unduly restrictive to black expressive behavior in the marketplace. This expressive behavior is composed of five aspects: depth of feeling, naturalistic attitudes, stylistic renderings, poetic and prosaic language and speech, and expressive movement. Instead of trying to extinguish the expressions of core black people, educators and employers should assist them to become functionally bicultural. To decrease black unemployment, educators and job trainers need to utilize the communicative modalities of the right side of the brain in concert with those of the left to make their methods of instruction consistent with the learning style of many blacks. (YLB)

ED 230 879 CG 016 746

Fawl, Clifford L.
Designing the Psychology Laboratories at Nebraska Wesleyan University.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Design Requirements; Facility Guidelines; Higher Education; Interior Design; Interior Space; Laboratory Equipment; *Physical Environment; Psychology; *Science Laboratories; *Space Utilization
IDENTIFIERS- *Nebraska Wesleyan University

This paper describes the psychology laboratory at Nebraska Wesleyan University and the efforts of the small department which participated in the design and development process. The lab consists of 26 rooms, mostly small cubicles, and covers approximately 3,800 square feet. Each area of the lab is described in terms of its design and function. Major areas of the lab are: (1) general purpose cubicles; (2) independent research cubicles; (3) the perception lab; (4) the animal surgery and histology lab; (5) the sleep lab; (6) the social psychology lab; (7) the operant conditioning lab; (8) the pigeon vivarium; and (9) miscellaneous support rooms (the animal colony, the audio-visual room, the workshop, and the main classroom). Problems with the lab are pointed out including lack of storage space and noise. Suggestions to others who may be contemplating the building of a psychology laboratory are also discussed. A map of the facility is included. (AG)

ED 230 673   CE 035 857

West, Michael; Newton, Peggy
The Transition from School to Work.
REPORT NO.- ISBN-0-89397-140-5
PUB DATE- 82
AVAILABLE FROM- Nichols Publishing Co., P.O. Box 96, New York, NY 10024.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- Adolescents; Career Change; Career Choice; *Education Work Relationship; *Employment Patterns; *Entry Workers; Foreign Countries; Interviews; Job Search Methods; Occupational Aspiration; *School Attitudes; Secondary Education; Sex Role; *Work Attitudes; *Youth Employment
IDENTIFIERS- *England (Nottinghamshire)

A study examined the school-to-work transition of a group of 16-year-olds from two mining communities in Nottinghamshire, England. During the study, the 174 school leavers were interviewed within 6 months prior to their leaving school. Nine months later, 103 of the original 174 youths were interviewed again. Finally, the youths were asked to complete a short questionnaire approximately 2.5 years after beginning their working lives. A total of 154 of the original respondents returned the questionnaire. Included among the topics covered during the various interviews were the following: the youths' attitudes toward school and their teachers, occupational choice, means of finding jobs and sources of help, aims and attainments, entry into work, work attitudes, attitudes toward their supervisors, career changes, and school-to-work transitions. Those adolescents who attended the school with academic streaming had significantly more positive attitudes toward school and their teachers and significantly more negative attitudes toward their jobs than did their counterparts from the school that does not have academic streaming. While the adolescent girls in the study appeared to like school more than did their male counterparts, they were less happy at work, less apt to be considering promotion, and lower paid. (MN)

ED 230 730 CE 036 134

Werneke, Diane
Microelectronics and Office Jobs. The Impact of the Chip on Women's Employment.
International Labour Office, Geneva (Switzerland).
REPORT NO.- ISBN-92-2-103278-7
PUB DATE- 83
AVAILABLE FROM- International Labour Office, 1750 New York Avenue, NW, Washington, DC 20006 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Automation; Clerical Occupations; *Computers; Cost Effectiveness; *Educational Needs; *Employed Women; *Futures (of Society); Job Simplification; Job Skills; Job Training; Labor Utilization; Modernization; Obsolescence; *Office Occupations; Productivity; *Technological Advancement; Technological Literacy; Unions; Vocational Education

As labor-saving, efficiency-increasing electronic technology is introduced into offices, jobs held by women will change. Although some jobs may be lost, most job loss will be absorbed by attrition and reduction of waste. Fewer new openings may occur in office jobs, however, especially in a recessionary economy. On the other hand, the jobs that are created may require skills that women do not have, especially mathematical and spatial-relation skills. Other new jobs may be de-skilled, leading to a loss in recognition and pay through specialization and assembly-line techniques; these jobs may dehumanize women in the same way that assembly-line work has sometimes dehumanized their male counterparts. If women are to benefit from the coming job changes, appropriate action will be required now in schools, training establishments, and businesses to encourage women to acquire the broad-based, analytical skills that they will need. Government officials, employers, and trade union leaders each have a role to play, but the central effort must come from working women through their understanding of the issues and participation in the process of change. (KC)

ED 230 787 CE 036 276

Marine Science Technician Second Class, 15-2. Military Curriculum Materials for Vocational and Technical Education.

Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Mar 72
AVAILABLE FROM- Military Curriculum Project, The Center for Vocational Education, 1960 Kenny Rd., Columbus, OH 43210.
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Basic Skills; Data Processing; Equipment; Independent Study; Instrumentation; *Learning Activities; *Marine Biology; *Marine Technicians; Mathematics Instruction; *Meteorology; Occupational Information; *Oceanography; On the Job Training; Postsecondary Education; Programed Instructional Materials; Technical Education; Test Items; Weather
IDENTIFIERS- Military Curriculum Project

This course, adapted from military curriculum materials for use in vocational and technical education, was designed to provide the theory portion of the Marine Science Technician Program. It includes a review of basic subjects, marine biology, oceanography, as well as meteorologic observations and recording. The course consists of a lesson book and six texts. Eleven lessons are presented covering the following topics: review of mathematics; applied physics; geological and physical oceanography; marine biology and water motions; basic meteorology and meteorological elements; atmospheric circulation, air masses, fronts, and special phenomena; surface weather and physical oceanographic observational equipment and instruments; geological oceanographic, upper air, and communications equipment and instruments; surface weather observation and meteorological codes and plotting; ice and bathythermograph observations, Nansen and STD casts, and safety procedures for oceanographic observations; and data processing and analysis. Each lesson contains numerous charts and detailed procedures. The course contains reading assignments, review exercises, and answers for student self-study and evaluation. The course is intended to be used in an on-the-job or laboratory learning situation. (KC)

ED 230 802 CE 036 298

Baker's Helper. DOT No. 313.684-010. Cafeteria Occupations. Coordinator's Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 79

AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; *Cooking Instruction; *Cooks; *Cooperative Education; Course Descriptions; *Dining Facilities; *Food Service; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Safety; Teaching Guides; Tests

IDENTIFIERS- *Bakers

This study guide is one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation; this unit focuses on the duties of the baker's helper. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; nine information sheets and 27 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) common baking terms, utensils, and equipment; (2) quick breads; (3) yeast breads; (4) cakes; (5) frosting, icing, and filling; (6) cookies; (7) pies and pastry; (8) ovens; and (9) safety. (YLB)

ED 230 831 CG 016 698

Zepelin, Harold; And Others
Age Norms: The Influence of Age, Sex, and Occupational Level.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Age Differences; Blue Collar Occupations; Comparative Analysis; *Developmental Stages; *Employment Level; *Expectation; Norms; Opinions; *Sex Differences; Sex Role; White Collar Occupations
IDENTIFIERS- *Age Appropriateness

Although informal age norms which influence the timing of major role transitions have been well documented, recent research questions the pervasiveness of this influence. In order to assess the effects of age, sex, and occupational level on perceptions of informal age norms, white-collar and blue-collar men and women (N=462) at two age levels, 18-39 and 40-70, completed a 24-item questionnaire designating approporiate ages for major role transitions and age related characteristics. These data were compared with findings from similar studies in the 1950's and 1960's in order to ascertain the influence of social change. Statistical analyses indicated that there were significant main effects for age, but their direction varied with type of item. Results also showed effects for occupation, with blue collar respondents reporting earlier appropriate ages than white collar workers. Men and women alike adhered to transitional distinctions in sex roles. Both sexes followed a double standard of aging, e.g., women were perceived as aging more rapidly than men. There was some evidence of liberalized attitudes toward aging but just as much evidence for a heightening of America's youth orientation. The Life Events Questionnaire, standard deviations of perceived appropriate ages, and tables comparing men's and women's perceptions during the 1960's and the 1980's are included. (AG)

ED 230 847 CG 016 714

Parenting, Teaching, Counseling, Gifted and Talented. GIFTS Anniversary Symposium.
Wisconsin Univ., Madison. Guidance Inst. for Talented Students.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Academically Gifted; Adolescents; Child Development; Children; *Counseling Techniques; *Educational Strategies; Elementary Education; Family Involvement; Family Relationship; *Gifted; *Parent Role; School Counseling; Secondary Education; Talent; *Talent Development

This collection of papers for school personnel and families who deal with gifted and talented children addresses teaching and counseling strategies as well as the role of the family in educating these children. "Instructional Strategies for the Gifted and Talented," by Donna Rae Clasen, emphasizes questioning as an instructional strategy. "Using Children's Books for Creative and Cognitive Development," by Robin Deutsch, discusses bibliotherapy. "Vocational Expression of Human Talent," by Philip A. Perrone and Dennis H. Van Den Heuvel, analyzes the characteristics of talented persons and their career development processes. Other titles are: "Creativity: A Multifaceted Phenomena," by Linda S. Lingemann and David H. Stong; "Understanding and Educating the Right Hemisphere," by James L. Lee and Charles J. Pulvino; "Sensitizing Ourselves to the Unique Concerns of the Culturally Different Gifted Child," by Karol L. Jensen and Angela E. Hope; "Parents--The Prime Resource: Support Groups of the Gifted and Talented," by John H. Pribyl and Sally A. Schlack; "Networking and Mentoring: Resources for the Gifted and Talented," by Dan R. Seabold; "Gifted and Talented: Why They Think, Feel and Act So Excitingly Different," by Dennis H. Van Den Heuvel and Donald M. Callahan; "Meeting the Educational Needs of the Athletically Gifted Student," by Mary Weaver-Grefe and Linda R. Sanders; "Group Counseling: Creating a Gifted and Talented Peer Community," by Marilyn D. Ritholz; "A Model of Family Functioning: Families with Gifted and Talented Children," by John H. Pribyl; and "Sex Roles as They Affect Talented Students' Career Development," by Dorothy J. Tysse. A biographical sketch of each author is included. (AG)

ED 230 863 CG 016 730

Peterson, Lizette; Homer, Andrew L.
Internal Rule of Altruism: The Joint Influence of Determinant Salience and Level.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Altruism; College Students; Ethics; Higher Education; Individual Differences; Interpersonal Relationship; Predictor Variables; *Prosocial Behavior; Social Cognition; Social Exchange Theory; Social Psychology; Student Attitudes; *Value Judgment

A model of internal principle for integrating past research findings on adult altruism postulates that although individuals' shared beliefs result in significant group effects, there remains a significant portion of variation due to a subject's "factor" or unique internal rule. To examine the influence of both the level (degree or amount) and the salience (obviousness) of need and deservedness on helping scores, 77 college students (16 men and 61 women) responded to vignettes of 32 helping situations, for a total of 2,464 responses. Analyses of results supported the model, and suggest that both factor salience and factor level influence altruism. Some factors, such as recipient gender, may have more or less influence depending upon both factor salience and factor level; although they operate as a single entity, factor salience and level can be manipulated independently to influence decisions to aid. The internal principle model suggests that for optimal predictability the salience as well as the level of each determinant of altruism should be considered in each helping opportunity. (JAC)

ED 230 715 CE 036 097

Miller, Harry
Adult and Continuing Education in the Armed Services.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; *Adult Education; Armed Forces; *College Programs; Continuing Education; *Degrees (Academic); Educational Cooperation; External Degree Programs; *Military Personnel; Military Service; *Military Training; *Postsecondary Education

Adult and continuing education programs of the armed services constitute one of the largest and most advanced public educational enterprises in the world. The central mission of military training is to prepare military personnel and maintain their competence at levels to ensure necessary support for national policy and security. Military occupational training programs are also a major recruiting attraction in terms of post-discharge career opportunities. Through the Voluntary Education Programs, opportunities are also provided for service personnel to enroll in college courses on an off-duty and part-time basis. All of the armed services provide their own formal training for on-duty enlisted personnel with military assignments requiring military occupational specialities. In addition to technical training, they provide opportunities to earn advanced postsecondary degrees in a variety of disciplines and occupational fields ranging from associate degrees through Ph.D. degrees. Military personnel are also encouraged to participate in educational programs on their off-duty time. Cooperative arrangements with civilian educational institutions provide on- and off-duty courses through the use of both military and civilian schools and allow for awarding of academic course credit for extra-institutional learning. (YLB)

ED 230 701 CE 036 067

Automation and the Workplace. Selected Labor, Education, and Training Issues. A Technical Memorandum.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

PUB DATE- Mar 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. S/N 052-003-00900-5, $5.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Automation; *Computers; Delivery Systems; *Educational Change; *Employment Projections; Employment Qualifications; Industrial Training; Job Skills; Labor Education; *Manufacturing Industry; Occupational Information; Retraining; School Role; Skill Development; *Technological Advancement; Trade and Industrial Education; Work Environment
IDENTIFIERS- Computer Assisted Design; Computer Assisted Manufacturing; *Programable Automation; Robotics

This technical memorandum discusses procedures for evaluating potential employment change associated with automation and outlines associated problems. It also describes the nature and modes of delivery of education, training, and retraining for persons holding or seeking employment in manufacturing industries. An introduction provides a brief review of the evolution of programmable automation and sets out several factors that influence the social and economic consequences of new technologies. Chapter 2 discusses methodology and provides background material useful for evaluating employment and working environment changes. Shortcomings of many publicized employment forecasts and requirements for satisfactory forecasts are pointed out. Chapter 3 examines the changing role of education, training, and retraining; describes how industry and labor engage in instructional services delivery; presents current views of representatives of the industry, labor, and educational community concerning changes in instructional requirements and providers; and outlines critical issues for those engaged in instructional design and delivery, in light of possible widespread use of programmable automation. Appendixes include the methodology of a survey to identify education and training requirements inherent in the use of programmable automation, a paper on industrial relations, and six papers presented at a workshop on the analysis of labor markets and industrial relations. (YLB)

ED 230 745 CE 036 174

Perlman, Leonard G., Ed.
Rehabilitation in the Public Mind. Strategies of Marketing. A Report on the Mary E. Switzer Memorial Seminar (7th, Washington, DC, November 10-12, 1982).
National Rehabilitation Association, Alexandria, Va.
PUB DATE- May 83
AVAILABLE FROM- Switzer Memorial Fund, National Rehabilitation Association, 633 S. Washington St., Alexandria, VA 22314 ($10.00; 25 or more--20% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Advertising; *Attitude Change; Counseling; Employer Attitudes; *Lobbying; *Marketing; Physical Disabilities; Policy Formation; Public Officials; Public Policy; *Public Relations; *Rehabilitation; Rehabilitation Counseling; *Rehabilitation Programs
IDENTIFIERS- Mary E Switzer Memorial Seminar

This book is the report of proceedings of the seventh Mary E. Switzer Memorial Seminar. The contents include five chapters, papers contributed by seminar participants, which focus on strategies for marketing rehabilitation for various publics, including the general public, disabled persons and their relatives, employers, national decisionmakers, and rehabilitation professionals. The thrust of the seminar was to explore in depth the concept of marketing as it applies to rehabilitation of disabled persons. This topic was deemed timely because, as this country moves into the 1980s and beyond, resources are becoming more limited while the need for rehabilitation services such as counseling, training, education, and job placement becomes greater. Each chapter includes its "action paper," a section on reviews and comments made by the participants, and a summary of the recommendations and implications for action. In addition, special invitational papers are included by experts in public relations, marketing, and government, with an introductory paper by Paul Simon of the U.S. House of Representatives. (KC)

ED 230 759 CE 036 212

Baker, Linda Toms; And Others
Vocational Rehabilitation Program Standards Evaluation System. Training Materials. Trainee Handbook.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 8 Jun 82
CONTRACT- HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adults; Evaluation Methods; *Guidelines; Learning Activities; Program Effectiveness; *Program Evaluation; Program Implementation; *Program Improvement; *Standards; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973

The Program Standards Evaluation System was developed in response to evaluation requirements in the 1973 Rehabilitation Act. The system includes procedures for using standards data to monitor and evaluate vocational rehabilitation (VR) service outcomes and outputs as well as standards on key procedural issues. This trainee handbook has been prepared for persons receiving training in the use of the Rehabilitation Services Administration's Vocational Rehabilitation Program Standards Evaluation System and in collection of information for performance and procedural standards. The materials have been designed to be used in conjunction with verbal and visual presentation materials. This handbook contains an introduction to the Program Standards Evaluation System and its uses. Organized into five chapters, it is intended to provide the reader with an overview of the system's individual components as well as the system's overall logic. Individual chapters provide fuller detail on the conceptualization and implementation of specific aspects of the system. The five chapters cover the following topics: (1) an overview of the Program Standards System; (2) computing and presenting the eight performance standards; (3) administering the closure and followup surveys; (4) the five procedural standards; and (5) an introduction to the modified case review schedule. (KC)

ED 230 773 CE 036 232

Cheek, Jimmy G.; McGhee, Max B.

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Agricultural Mechanics Component. A Report of Research.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Agribusiness; *Agricultural Education; *Agricultural Engineering; *Agricultural Machinery; Agricultural Machinery Occupations; Agricultural Occupations; Behavioral Objectives; Competency Based Education; *Criterion Referenced Tests; *Equipment Maintenance; Equipment Utilization; Hand Tools; Multiple Choice Tests; Natural Resources; Safety; Secondary Education; Test Construction; Test Items; Vocational Education; Welding

An activity was undertaken to develop written criterion-referenced tests for the agricultural mechanics component of the Applied Principles of Agribusiness and Natural Resources. Intended for tenth grade students who have completed Fundamentals of Agribusiness and Natural Resources Occupations, applied principles were designed to consist of three components, with each component comprising one-third of the school year. The agricultural mechanics component was designed as a specialized component to be taught together with the common core and one other specialized component. A criterion-referenced test was developed for the agricultural mechanics component from a list of competencies that was compiled. Project results were a list of specific competencies for the agricultural mechanics component of Applied Principles of Agribusiness and Natural Resources Occupations and an item bank of multiple choice test items and answer keys for the agricultural mechanics component. Criteria for selecting items from the item bank for testing purposes were recommended. (Two tables display summary statistics and complete item analyses for each question in the item bank. Appendixes, amounting to one-half of the report, contain the list of competencies, test items, and answer keys.) (YLB)

ED 230 880 CG 016 747

McCullough, C. Sue; And Others
Measuring Potential: Uses and Abuses of Computers in School Psychology.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Assisted Instruction; Computer Assisted Testing; Computer Managed Instruction; *Computer Oriented Programs; Databases; Educational Technology; *Educational Trends; *Microcomputers; *School Psychologists
IDENTIFIERS- *Computer Uses in Education

This paper addresses the potential influence of current and projected microcomputer technological advances on the profession of school psychology. An overview of the uses and abuses of computers in school psychology is presented, followed by a brief discussion of three general uses of computers in school psychology: the computer as tool, tutor, and tutee. Ideas for innovations made possible by the use of computers in education are explored in a second section including: therapy; collection and storage of behavior intervention data; diagnosis of problems; facilitation of research; cataloging of resources; and development of pre-service and in-service training procedures. Current computer applications in school psychology are outlined and discussed: (1) test administration; (2) test scoring; (3) test analysis; (4) report writing; (5) data management; (6) research and statistics; (7) time management (8) networks; (9) computer-assisted instruction and computer-managed instruction; (10) career guidance; and (11) databases. Potential problems and possibilities for abuse of computer technology within the profession are organized into four classifications: professional status issues; ethical issues; research issues; and theoretical issues. Excerpts of interviews with recognized experts in the field of computers in education are presented at the beginning of each section. A small computer primer, and a glossary of computer terms are appended. (AG)

ED 230 674 CE 035 878

Porreca, Anthony G., Ed.; Cross, Beverly E., Ed.
The Ohio Business Teacher. Volume XLIII.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Accounting; Adults; Business; *Business Education; *Business Skills; *Classroom Techniques; Curriculum; Disabilities; Educational Needs; *Educational Practices; Filing; Listening Skills; Microcomputers; *Office Machines; *Office Occupations Education; Postsecondary Education; Resources; Secondary Education; Shorthand; Simulation; Technological Advancement; Vocational Education
IDENTIFIERS- *Ohio

This journal contains a series of articles dealing with business education generally, and courses in Ohio particularly. Included in the volume are the following articles: "Ohio Business and Office Education: FY 82," by Daniel J. Vicarel; "Making a Guest Speaker an Effective Experience," by Wilma Swearingen; "The Impact of Today's Technology," by Anna Laura Bennington and Stanley Pogrow; "Competition in the Typewriting Classroom," by Larry G. Siferd; "Your Resource Files: System or Chaos?" by Ernestine A. Kyle; "The Older Worker and Vocational Education," by Michael W. Galbraith and Jerry G. Davis; "'You Viewpoint' Means You, Too, Business Teacher," by Barbara Humphrys; "So You Think Shorthand is Not in Demand," by Margaret A. Fulwiler; "Teaching the Art of Listening," by Betty H. Hartley; "Meeting the Challenge of New Office Technologies," by M. Lee Goodard; "Does the Office Copier Have a Place in Your Curriculum?" by Dennis E. Bauer; "The Disabled Can Do the Job . . . and Do it Excellently," by Frances Mostel Poggioli; "Simulation Exercises: A Key to Approaching Reality in the Classroom," by Louis Olivas and Barry L. Van Hook; "Try the Mirror Approach in Accounting," by Charles Hamed; and "How to Get a Microcomputer in Business Education," by Robert K. Eley. (MN)

ED 230 688 CE 036 016

Koopman, P. R. S.
Cognitive Disorders and Syntactical Deficiencies in the Inmate Populations of Federal Penitentiaries in Canada.
Ministry of the Solicitor General, Ottawa (Ontario).
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Adults; *Cognitive Ability; Cognitive Processes; Comparative Analysis; Correctional Institutions; Crime; Critical Thinking; *Developmental Disabilities; Influences; *Language Handicaps; *Learning Disabilities; Logical Thinking; National Surveys; *Prisoners; Syntax
IDENTIFIERS- *Canada; *Cognitive Dissonance; Directionality; Following Directions; Syntactic Maturity

A study examined cognitive disorders and syntactical deficiencies in the inmate populations of federal penitentiaries in Canada. The focus of the study was on the relationship between language development and cognitive ability. During the study, a total of 240 inmates from prisons throughout Canada were given hour-long interviews in which they provided oral language samples and completed three cognitive tasks dealing with diagramming relations, following directions, and determining ships' directions. In addition, data were collected pertaining to the inmates' ages, educational attainment, criminal records, intelligence quotients, and past performance on achievement and personality measures. Also interviewed were three control groups of normal adults who were not inmates, normal adults who were inmates, and learning-disabled adults who were not inmates. Because the interviews were administered by two separate examiners and because significant differences in the scores were found by each examiner, the data collected by each examiner had to be analyzed separately. It did appear, however, that those inmates examined may reasonably be said to have learning disabilities. It also appeared that while the inmates differed from one another on the qualitative patterns they provided on the language and cognitive measures, they were, nevertheless, generally inferior on these measures to non-learning disabled adults in and out of prison. (MN)

Supporting YTS. Guidance for Colleges and Others Involved in the MSC Youth Training Scheme.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-20-2
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Behavioral Objectives; Counseling; Enrollment; *Foreign Countries; Guidance; Job Skills; Job Training; Out of School Youth; *Postsecondary Education; Program Evaluation; *Program Implementation; Secondary Education; Staff Development; Student Certification; Student Evaluation; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Great Britain; *Youth Training Scheme

Designed for use as a manual, this document is intended to give guidance to the educational system on how it may assist in the implementation of the Manpower Services Commission (MSC) Youth Training Scheme (YTS), a program for vocational preparation. An introduction that explains the background of YTS is followed by eight sections that relate to each of the eight YTS design elements: (1) induction, (2) assessment, (3) planned work experience, (4) occupationally based training, (5) off-the-job training/education, (6) core areas, (7) guidance and support, and (8) record and review of progress and achievement. Each section refers to appropriate MSC criteria and then goes on to describe how these relate to the Further Education Unit and other educational perspectives. Other sections deal with staff development and evaluation. Appendixes, amounting to one-half of the document, include a common core of skills for vocational preparation, a chart of occupational training families, guidance for evaluation of YTS programs, a sample work learning guide and instructional diagram, and descriptions of four examples of YTS. (YLB)

ED 230 731 CE 036 135

Changing Times. Visions of the '90s. Workshop Summary.
Oregon Occupational Information Coordinating Committee, Salem.

PUB DATE- 13 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; *Counselor Role; Economic Change; Economic Factors; *Educational Needs; *Educational Trends; *Employment Patterns; Employment Projections; *Futures (of Society); *Information Needs; Labor Force; Labor Utilization; Occupational Information; Postsecondary Education; Resources; Secondary Education; Statewide Planning; Teacher Workshops; Trend Analysis
IDENTIFIERS- *Oregon

This booklet is a composite of the major presentations and activities that were included in three workshops for counselors in Oregon schools, community colleges, and social service agencies that dealt with occupational and educational trends for the 1990s. Provided first is a summary of a series of small group discussions that focused on projected occupational trends for the next 15 years, changes in the American work force that have occurred since the end of World War II, the occupational and educational information most frequently sought by students and clients, and the occupational information most often used by counselors. The texts of the following six conference papers are presented: "Opening the Doors: Career Myths," by Tom Fauria; "Opening the Doors: Occupational Trends," by Tom Lynch; "Opening the Doors: Occupational Trends," by Ed Bissell; "Educational Trends," by Verne Duncan; "Opening the Doors: Educational Trends," by Dick Pizzo; and "Educational Trends: Visions for the '90s" by Dr. Ethel Simon-McWilliams. Also included in the booklet are a two-page bibliography of labor market information resources; answers to the pre- and posttests that were used to measure the competency gains of workshop participants, a summary of the participants' competency gains, and a list of participants at the three workshops. (MN)

ED 230 803 CE 036 299

Cashier. DOT No. 211.462-010. Cafeteria Occupations. Coordinator's Guide. First Edition

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 79

AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; *Cooperative Education; Course Descriptions; *Dining Facilities; *Food Service; *Hospitality Occupations; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Teaching Guides; Tests

IDENTIFIERS- *Cashiers; *Customer Services

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on duties of the cashier. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; seven information sheets and 15 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) cashier terms and definitions, (2) personality for job success, (3) receiving payments and giving change, (4) guarding against theft, (5) responsibilities, (6) the cash register, and (7) dealing with the customer. (YLB)

ED 230 818 CE 036 366

Henderson, William Edward, Jr.
Policies and Procedures Guide for Articulation of Occupational Education Programs between the School District of Greenville County and Greenville Technical College. Preliminary Document. Revised.
Greenville County School District, Greenville, S.C.
SPONS. AGENCY- South Carolina Appalachian Council of Governments, Greenville.
PUB DATE- Jun 83
CONTRACT- ARC-211-B
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Articulation (Education); Behavioral Objectives; *Competency Based Education; Criterion Referenced Tests; *Curriculum Development; Curriculum Guides; Material Development; Policy; Postsecondary Education; Program Descriptions; Program Implementation; Secondary Education; Standards; *Task Analysis; *Test Construction; *Vocational Education; Workshops

Five products are combined here that were developed by a project designed to provide a continuous, competency-based line of vocational training. A policies and procedures guide contains recommendations for future articulation efforts between secondary and postsecondary, public, vocational training institutions. Its contents cover the concept of articulation; a description of the Occupational Education Articulation Program organization; a discussion of the articulation process; implementation of articulation; format of the articulated, performance-based instruction objectives guides for various vocational training programs that were also developed by the project; guidance and admissions considerations for advanced placement considerations; secondary guidance procedures for use of the proficiency report; postsecondary admission of applicants; and proficiency reporting. Potential inhibitors of articulation are identified, and recommendations are made for successful articulation. Appendixes include sample guide pages and project materials. The second product, an introductory guide, is intended as an introduction to the Occupational Education Articulation Program. It is also a reference to instructional guide development and use. The remaining products are three workshop guides providing materials on (1) "Suggestions for Conducting a Task Analysis and Some Sources of Ready-made Task Lists and Objectives for Competency-based Vocational Education"; (2) "Preparing Objectives, Performance Actions, and Standards for Articulated, Performance-Based Instruction"; and (3) "Developing Outcome-referenced Tests." (YLB)

ED 230 832 CG 016 699

Frankel, B. Gail; Nuttall, Sandy
The Role of Social Support in the Stress Process: Further Explication of a Model.
PUB DATE- 7 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Hearing Impairments; *Individual Power; *Mental Health; *Psychological Patterns; *Self Esteem; *Social Support Groups; *Stress Variables

The conversion of stress to distress has been a major assumption in the study of psychological and emotional health. To identify the effects of self-esteem, personal control, and social support in the stress process, hearing-impaired adults (N=386) completed questionnaires including questions about health and well-being, social support, perceptions about the effects of hearing loss on daily life, and demographic information. Clinical records were used to establish the degree of hearing impairment. Hearing impairment was conceptualized as a stressful life event leading to chronic life strains. Factor analyses showed that each of the five major scales (social support, psychological distress, self esteem, personal control, and experienced handicap) loaded on separate factors. Despite the common perceptual nature of the variables, they may warrant treatment, both conceptually and analytically, as distinct dimensions. The addition of the social support variables reduced the effect of strain on self-esteem, resulting in a diminished role for strain in the stress-distress process. The low correlation between stress-distress may be the result of the physiological factor (hearing impairments) as a stressful event. (MCF)

Employment Counselling Materials 1982 = Instruments de Counselling d'Emploi 1982.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

REPORT NO.- ISBN-0-662-51509-9; WH.7.112E; WH.7.112F
PUB DATE- 82
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Counseling; Career Awareness; *Career Counseling; *Career Guidance; *Career Planning; *Counselor Training; Employment Counselors; Foreign Countries; Job Search Methods; *Occupational Information; School Counseling; Training Methods; Youth Employment
IDENTIFIERS- Canada

This guide, intended for use by employment counselors, describes in detail 15 counseling tools including: the Moving On series; the Canadian Occupational Interest Inventory; Index to Canadian Occupations; Your Personal Occupation Selector; CHOICES; Careers Canada; Careers Provinces; Canadian Classification and Dictionary of Occupations; Occupational/Trade Analyses; Occupational Options After Secondary School; Creating a Career; Life Skills; Creative Job Search Techniques; PLACF-Guided Steps to Employment Readiness; and College and University Programs in Canada. An explanation of purpose, suggestions for use, special features lists, and supplementary materials where appropriate are provided for each set described. The guide also presents descriptions of counselor training materials, including: Methods and Materials of Vocational Counselling; Tuning In: Intentional Attending; Client-Counsellor Relationships and Other Things That Go Bump; Counselling Adults for Decision-Making; and Theory and Practice of Peer Counselling. Each brief description is accompanied by the address where the materials may be obtained. The entire guide is presented in both English and French. (AG)

Sex Equity Resources for Idaho Schools. Revised November 1982.
Idaho State Dept. of Education, Boise.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Affirmative Action; Annotated Bibliographies; Career Awareness; Educational Resources; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Resource Materials; *Sex Discrimination; *Sex Fairness; Student Development
IDENTIFIERS- *Idaho

This handbook contains an annotated list of resources available from the Sex Equity project of the Idaho State Department of Education. The resources listed include materials dealing with career education, counseling, educational equity, employment, federal anti-discrimination laws, school subjects, non-sexist activities, athletics, sexism, and special education; teacher resources, including books, films, bibliographies, modules, and kits are also listed. The guide is divided into three sections: title index, subject index, and free material index. The first section contains the resources for loan listed alphabetically by title, along with author, source, date, format, and brief summary of the subject matter. The second section contains resources for loan listed according to subject matter. Each subject entry also indicates title and format. The third section lists the available free materials alphabetically by title and also indicates source, date and format. (JAC)

ED 230 788 CE 036 279

Ambulance Attendant. D.O.T. No. 355.374-010. Individualized Study Guide with Teachers' Packet . First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; *Cooperative Education; *Emergency Medical Technicians; *First Aid; Individualized Instruction; Job Skills; Learning Activities; *Medical Services; Postsecondary Education; Tests

Developed for students in a cooperative training program in health occupations education, this study guide is designed for individualized study of competencies for ambulance attendants. It follows the general responsibilities outlined in the Dictionary of Occupational Titles. The occupational outlook and job description are first presented. Information sheets, assignment sheets, and job sheets are then provided for each competency. These competencies are included: assist in lifting patient onto stretcher, apply bandages, apply splints, and administer oxygen. An appended teacher's packet contains a progress chart, answers to assignment sheets, tests, and answers to tests. (YLB)

ED 230 746 CE 036 179

Childers, John H., Jr.; Rolloff, John A.
Developing and Disseminating an Activity-Based Learning Experience Booklet for Student Self-Development in Career Orientation. Final Report. Project Number: E79-4.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Planning; Decision Making; Educational Needs; Information Dissemination; Instructional Materials; Junior High Schools; *Learning Activities; *Material Development; Needs Assessment; Pretests Posttests; Program Development; Program Effectiveness; Program Implementation; Questionnaires; *Self Actualization; State Programs; State Surveys; Teacher Workshops; Values; *Workbooks
IDENTIFIERS- *Arkansas; Life Planning

A project was undertaken to develop and disseminate an activity-based learning experience booklet to enhance student self-development in career orientation classes at the junior high school level. Included among the major project activities were the following: identification of an appropriate needs assessment instrument; administration of a needs assessment survey to 447 students in 25 Arkansas junior high schools to determine their perceived career educational needs; development of a set of self-developmental activities for inclusion in a series of three workbooks dealing with life planning, values, and decision making; a review of the workbooks; and implementation of day-long training sessions for 21 Arkansas career orientation teachers. After necessary revisions were completed on the workbooks, 400 copies of them were disseminated to career orientation teachers throughout Arkansas. A comparison of the results of pretests and posttests designed to measure students' self-development and career educational needs supported the effectiveness of the project-developed materials in teaching self-development concepts in grades 7, 8, and 9. (MN)

ED 230 760 CE 036 214

Lux, Donald G.
Science & Technology: A New Alliance.
PUB DATE- 23 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cooperation; Higher Education; *Industrial Arts; *Industry; Interdisciplinary Approach; *Sciences; Secondary Education; *Teacher Education; *Technology

Understandings and cooperation must be improved between researchers in pure science and applied science, and in this case, industrial arts. Technology has crept into science but is seldom an organized part of the science curriculum. Few science teachers have contact with engineers or technologists, while industrial arts teachers typically have weak science backgrounds--facts that leave the door wide open for establishing extensive relationships between industrial arts (technology) and science. The two areas can contribute to each other for their mutual benefit. The basis for productive relationships at the secondary and teacher education levels does exist, but only if both parties can communicate what they have to offer. One of the first steps to logical and effective communication is settling on some standard definitions to improve the possibilities for greater understanding. A salient distinguishing characteristic between science and technology is that science observes nature in order to derive principles, laws, and generalizations, while technology practices in order to test or refine theories of efficient action. Technology/industrial arts educators are often confused and duplicate existing instruction in academic subjects deemphasizing laboratory activities. Industrial arts teachers must be able to teach industrial technology as a laboratory subject. (YLB)

ED 230 774 CE 036 244

Novak, Kathy

Urban Resources.

K. N. Associates, Wyomissing Hills, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; *Adult Basic Education; Agency Cooperation; Community Programs; Cooperative Programs; Coordination; Delivery Systems; *Educational Cooperation; Educational Resources; Educational Strategies; Guidelines; Industry; Job Placement; *Job Training; *Linking Agents; Marketing; Outreach Programs; Program Administration; Program Development; Program Implementation; *School Business Relationship; Services; Urban Areas; *Urban Education

Designed as a resource for urban adult basic education (ABE) program planners, this guidebook describes model linkage strategies between ABE and job placement as well as ABE and job training services that are targeted to urban Americans. The following topics are covered in the guide: linkage strategies (the meaning of the term linkages, community advisory councils, cooperative agreements with human service agencies, and cooperative agreements with private industry); urban marketing strategies (urban marketing problems, target populations, means for reaching target populations, and other successful marketing strategies); urban delivery strategies (outreach classes and other successful marketing strategies) and urban supportive services. Appended to the guide are guidelines for officer selection, sample council by-laws, suggested training activities, a list of do's and do not's for an effective council, a survey to determine the services provided and the clients served by agencies, sample cooperative agreements, lists of the qualifications and responsibilities of a program director, a sample agenda, and an outline of the contributions of cooperating parties (educational agencies, industry, and unions). (MN)

Cafeteria Attendant. DOT No. 311.677-010. Cafeteria Occupations. Coordinator's Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 79

AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; *Cooperative Education; Course Descriptions; *Dining Facilities; *Food Service; *Hospitality Occupations; Human Relations; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Safety; Teaching Guides; Tests

IDENTIFIERS- *Waiters Waitresses

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the cafeteria attendant. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; five information sheets and nine assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) terms and definitions, (2) duties of the cafeteria attendant, (3) safety, (4) personal appearance and grooming, and (5) human relations. (YLB)

ED 230 865 CG 016 732

Perl, Harold I.
Prediction and Perception of Psychosocial Environment by Entering College Freshmen.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); *College Environment; *College Freshmen; Coping; Dormitories; *Expectation; Higher Education; Individual Differences; Institutional Characteristics; *Prediction; *Social Cognition; Stress Variables; Student Attitudes; Student Characteristics

Many adjustment problems may stem from the difference between initial expectations and later, experienced perceptions. To test this theory in relation to the social climate of university living units, and to assess initial perceptions and predictions of the future in relation to level of social exploration as a coping style, 92 entering freshmen completed the University Residence Environment Scale (URES) and the Edwards Social Exploration Scale. The URES was administered again, 12 weeks later. Results showed the freshmen were not able to predict accurately what their dormitory environment would be like. Males and females had similar initial perceptions and predictions. Freshmen with a more active social exploration preference both predicted and perceived their social environment differently than freshmen with a more passive preference. However, active preference freshmen did not predict their future environment any more accurately than passive preference freshmen. Examination of how students' expectations are formed is needed in order to provide accurate information for preventive intervention. (Author/JAC)

ED 230 881 CG 016 748

Cohen, Margaret W.
Using Motivational Theories as a Focus for the Educational Psychology Curriculum.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Educational Psychology; Higher Education; *Methods Courses; *Motivation Techniques; Personality Theories; Preservice Teacher Education; *Teacher Education Curriculum

This guide discusses personal causation theory (the initiation by an individual of behavior intended to produce a change in the environment) and its application in a theoretical framework for courses in educational psychology. The work of deCharms, Fielder, Koenigs, and Muir is explored as the theoretical background for classroom applications of the model. Classroom exercises are provided as examples of how the motivation of teacher education students can be enhanced while they are learning how to motivate their future pupils: (1) writing for 10 minutes, (2) connecting a dot-to-dot design according to purposely ambiguous directions, and (3) completing puzzles. This approach is suggested as suitable for either graduate or undergraduate students. (AG)

ED 230 675 CE 035 897

McDonald, Bruce A.
VES 398--Special Problems. Professional Projects Version. Student Manual.
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Course Content; Course Objectives; Higher Education; *Independent Study; Majors (Students); Performance Contracts; *Research Projects; Student Evaluation; *Student Projects; Student Research; Study Guides; *Vocational Education
IDENTIFIERS- *Southern Illinois University Carbondale

This manual provides information needed by students taking independent study courses (special problems) in agricultural education, business education, home economics education, industrial education, or health occupations education as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. The first part of the manual explains the requirements of the course and how it is conducted. Included are sections on course objectives, the general process of the course, the contracting process (in which students contract to do a certain number of projects for a certain number of credits), the research process, the reporting process, documentation, and evaluation. The second part of the manual consists of four appendixes that provide materials for use in the course. Appendix A contains 32 professional projects, such as attending meetings, interviewing persons, reading and analysis, and material development. The other three appendixes provide sample contracts, sample reports, and sample student activity logs. Blank versions of these documents also are included. (KC)

ED 230 689 CE 036 038

Gottlieb, David; Driscoll, Eleanor

Entering the World of Work: Young Americans and Their Employers. Final Data Base Report No. 4. Technical Report No. 26.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE- Nov 82
CONTRACT- 99-9-257-33-48
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Adults; Basic Skills; Demonstration Programs; *Disadvantaged Youth; Education Work Relationship: Employee Attitudes; *Employer Attitudes; *Employment Programs; Employment Qualifications; *Entry Workers; Federal Programs; Job Training; *Work Attitudes; *Youth Employment
IDENTIFIERS- Comprehensive Employment and Training Act; Youth Employment and Demonstration Projects Act

A survey was conducted to determine the attitudes, perceptions, and experiences of employers of low income youth--specifically of youth between the ages of 16 and 21 who had participated in federally funded programs under the Youth Employment and Demonstration Projects Act (YEDPA). Data were obtained in 1981 from the employers of 1,496 disadvantaged youth, most of whom had participated in various career development programs identified by the project staff. The largest type of employer was in the service and retail trades, while public agencies made up the next largest group. The study found that employers insisted upon entrance criteria, such as cognitive skills and personal appearance, but did not measure these skills. At the same time, it was found that most of the low-paying, low-skilled jobs performed by youth did not require the skills that employers expected. Employers were in agreement about areas in which youth needed work preparation. Cited most frequently was an improvement in work-related attitudes and knowledge of proper behavior on the job. These items were cited much more frequently than were needs for improvement in job skills or technical education. Employers also felt that youth lacked an appropriate work ethic and that they were in need of basic educational skills. Young Employees also had higher job turnover and more lateness and absenteeism than older employees. Although employers cited these items as problems, they were not unsympathetic to the fact that the routine, low-level work performed by these youth contributed to the turnover. The employers thought job training should have been provided by public agencies and that there should not have been a different minimum wage for youth. (KC)

ED 230 702 CE 036 069

Reynolds, William Bradford
The Reagan Administration's EEO Policy.
Department of Justice, Washington, D.C.
PUB DATE- 2 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Policy; Affirmative Action; Civil Rights Legislation; Compliance (Legal); *Court Litigation; Employment Practices; *Equal Opportunities (Jobs); *Federal Courts; Federal Government; Federal Legislation; Females; *Law Enforcement; Minority Groups; Policy; Racial Discrimination; Reverse Discrimination; Sex Discrimination; Sex Fairness
IDENTIFIERS- *Civil Rights Act 1964 Title VII; *Reagan Administration

The Reagan administration is committed to the principle of equal employment opportunity (EEO). No policy shift has occurred in the treatment of "class action" litigation, or in the "pattern or practice" suits in the Justice Department's Title VII enforcement activities. Significant money settlements have been obtained in "pattern and practice" cases on behalf of those victimized by discriminatory conduct. Statistical analyses continue to be used in determining liability, and from this it follows that the Reagan administration looks for discriminatory effects in the employment field no less than for discriminatory intent. The enforcement record over the past two-and-one-half years underscores the strength of the administration's commitment to equal employment opportunities. In every case the Justice Department insists that the prior discrimination be enjoined and that the employer engage in nondiscriminatory hiring and promotional practices in the future. Furthermore, employers who have discriminated in employment practices are required to make affirmative action recruitment efforts. Under this approach, no resort to hiring quotas or numerical goals exists, since preferential treatment due to race or sex cuts against the grain of equal opportunity. (YLB)

ED 230 717 CE 036 101

Anschell, Susie
Retirement-Oriented Career Planning in the Middle Years. Final Report on a Study at the University of Washington.
Washington Univ., Seattle. Inst. for Public Policy and Management.
PUB DATE- Jan 82
AVAILABLE FROM- Institute for Public Policy and Management, University of Washington, 3935 University Way, NE, Seattle, WA 98105 ($8.50; 10% discount to libraries, 20% to jobbers).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Career Education; *Career Planning; Futures (of Society); Interviews; *Long Range Planning; *Middle Aged Adults; *Midlife Transitions; *Preretirement Education; Questionnaires; *Retirement; Workshops

A 1981 study was conducted to explore and modify both sentiment concerning retirement and its effects on career plans. The study's three principal components were a questionnaire mailed to a sample of 1002 University of Washington nonacademic staff members aged 36 through 55, a "mid-career planning" workshop for 75 questionnaire respondents, and a telephone interview to assess effects of the questionnaire and workshop. The hypothesis tested was that prolonged work participation can be encouraged by promoting early attention to later-year needs and by reducing job demands through part-time work and reduced workloads. The general age vicinity of 48 to 50 years was identified as the threshold of intense interest in planning for the future and retirement. Those respondents interested in part-time arrangements tended to plan significantly earlier retirements. They were in disproportionate numbers when over 50 years old, female, secondary income contributors, and relatively well-educated. Participants felt the workshop's focus on career planning using a long-range perspective was correct. The best features of the three workshops held were combined into a single recommended format. (The final section of the report analyzes the evaluation of the effectiveness of the questionnaire and workshop. Questionnaires, workshop materials, and some data are appended.) (YLB)

ED 230 732 CE 036 137

Occupational Information. An Oregon Network. Training Booklet.
Oregon Occupational Information Coordinating Committee, Salem.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; Career Planning; *Delivery Systems; Information Dissemination; *Information Networks; *Information Services; Information Systems; Information Utilization; *Occupational Information; *Online Systems; *Reference Services; State Programs
IDENTIFIERS- Oregon

The Oregon Network is an approach to developing an occupational information system that is an interconnected set of persons, programs, and systems established for the purpose of developing, delivering, and using occupational information. This guide describes that network for potential users. The four sections of the guide define the network, profile the information the network contains, provide samples of information from different delivery systems in the network, and explain how the information is delivered. For each of the delivery systems sampled, a program description, availability, program providers, and a person to contact are listed. Sample printouts from the different delivery systems are contained in the appendix. (KC)

ED 230 789 CE 036 280

Barnes, Bill
Building Maintenance: Introduction. Units of Instruction. Teacher's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 83
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Building Trades; Carpentry; Competency Based Education; Criterion Referenced Tests; Electricians; Employment Interviews; Flooring; Glaziers; Human Relations; Individual Development; Industrial Arts; Job Application; Job Skills; Leadership Training; Learning Activities; *Maintenance; Masonry; *Mathematics Instruction; Measurement; Painting (Industrial Arts); Plumbing; Safety; School Shops; Secondary Education; Shop Curriculum; Student Organizations; Teaching Guides; *Trade and Industrial Education
IDENTIFIERS- Exterminators; Texas; Vocational Opportunities Clubs Texas

This volume, the first in a series of publications that will provide entry-level competencies in the area of building maintenance, is designed as an introduction. The seven instructional units cover these areas in the shop program: (1) introduction to building maintenance, (2) leadership development, (3) personal development, (4) job application and interview, (5) general safety, (6) shop math, and (7) measurement. Each unit contains the basic components of a unit of instruction: performance objectives (both unit and specific), suggested teaching activities to help the students complete the specific objectives and evaluation procedures, information sheets that provide content essential for meeting the cognitive requirements of the unit, transparency masters, job sheets, assignment sheets that give direction to study and that furnish activities providing application of the knowledge contained in the information sheet, a unit test, and answers to the unit test. (YLB)

ED 230 819 CE 036 367

Henderson, William Edward, Jr.
Articulated, Performance-Based Instruction Guide for Drafting II. Final Document. Revised.
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
SPONS. AGENCY- South Carolina Appalachian Council of Governments, Greenville.
PUB DATE- May 83
CONTRACT- ARC-211-B
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Architectural Drafting; Articulation (Education); Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; Curriculum Guides; *Engineering Drawing; High Schools; Industrial Arts; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- *Structural Drafting

Developed during a project designed to provide continuous, performance-based vocational training at the secondary and postsecondary levels, this instructional guide is intended to help teachers implement a laterally and vertically articulated secondary level drafting II program. Introductory materials include a description of Drafting II, suggestions for optimum success in Drafting II, Drafting II options, minimum performance standards for Drafting II, discussion of sample tests provided in the guide, and suggested instructional time. Four units are provided. The first is an introduction to Drafting II and to the three Drafting II options. The next three units cover these three options/specializations: (1) architectural drafting, (2) mechanical drafting, and (3) structural drafting. Suggested instructional time and task listings begin each unit. For each task in a unit, some or all of the following are provided: performance objectives, performance actions, performance standards, recommended sources, related technical information, and other information the teacher might need. Suggested outcome-referenced tests are included. Appendixes include supplemental topics and optional tasks for Drafting II, articulation agreements, and test directions. (YLB)

ED 230 833   CG 016 700

Lovelace, Eugene A.; And Others
Prediction and Evaluation of Memory Performance by Young and Old Adults.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Cognitive Ability; Difficulty Level; Gerontology; *Memory; *Metacognition; *Older Adults; *Performance Factors; Predictive Validity; Self Evaluation (Individuals); *Young Adults

The poorer performance of older people in laboratory tests of episodic memory may result from failures or deficiencies in metamemory processes, e.g., failure to monitor task or individual item difficulty. To study age differences in prediction of memory performance, an associative matching task was used to compare young (N=20) and older (N=20) adults' memory for a list of 60 unrelated paired associates. Metamemory measures, and prediction and response evaluation were also taken. A substantial age effect was found in memory performance. Young adults were correct on 50% of the pairs in associative matching, while older adults were correct on only 30%. The two age groups did not show any substantial difference in the accuracy of the predictive measure. Older adults underestimated task difficulty, however, showing a substantial overestimate of the number of correct associative matches they would make. Younger adults, on average, used the predictive scale accurately but were only slightly more accurate on the response evaluation measure. (Author/JAC)

Vinick, Barbara
Elderly Men as Caretakers of Wives.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Disabilities; Family Involvement; *Family Relationship; Gerontology; *Interpersonal Relationship; Interviews; *Males; *Older Adults; Physical Health; *Spouses; *Widowed
IDENTIFIERS- *Caregivers

Because the life expectancy of women is longer than that of men and because men seem to marry younger women, most of the literature on caregivers of the elderly has focusd on women who care for elderly, disabled husbands. In order to explore the role of men as caretakers of disabled wives, 25 elderly widowers (aged 63-93) participated in interviews designed to elicit recollections of the time they spent caring for elderly or disabled wives. Data analyses indicated that 12 of the 15 husbands whose wives were disabled before death had the primary responsibility for caregiving. Several husbands became ill while nursing their wives and almost half claimed that they had become ill or that a chronic condition had worsened in the first year of widowhood. Men who had nursed their wives were less likely to consider remarriage. The caretaker role among elderly men appears to provide anticipatory socialization to widowhood as men learn to cook and clean house during the time of the spouse's illness. Because of the small sample, this study was intended to be suggestive rather than definitive. Further research could be directed toward elucidating household and marital roles of elderly men, roles of other family members in caring for a disabled relative, and needed support services for men who are caregivers. (AG)

ED 230 747 CE 036 180

Childers, John H., Jr.

Life Planning: Booklet I. Vocational Career Orientation Self Development Unit.

Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Planning; Classroom Techniques; Guidelines; Junior High Schools; Learning Activities; Life Satisfaction; Motivation; Program Implementation; *Role Perception; *Self Actualization, *Self Concept; Self Evaluation (Individuals); Values Clarification; Workbooks
IDENTIFIERS- *Goal Setting; *Life Planning

This workbook on life planning, the first in a series of three vocational career orientation self-developmental units, was designed for use at the junior high school level. Explained first are the goals of the series of workbooks, their structure, and the nature and scope of the activities provided in them. The second section consists of specific instructions for implementing each of the activities. Addressed in the activities provided are the following topics: constructing lifelines; identifying and stripping roles; imagining a typical day in the future; taking a life inventory; assessing roles; planning a news release, simulating a high school reunion, and writing an obituary; and setting goals. Each activity contains an introduction outlining the objectives of the activity, a text that teachers may either read or paraphrase to introduce and implement the activity, and follow-up questions to summarize the activity. Appended to the workbook are a life inventory, an information sheet outlining the goal-setting process, an exercise dealing with the goal-setting process, and an evaluation form. (MN)

ED 230 761 CE 036 215

McKee, Barbara G.; Schroedl, Kathleen J.
SIGI at NTID. A Brief Overview of the History and Implementation of the System for Interactive Guidance and Information (SIGI) at the National Technical Institute for the Deaf.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Education; *Career Guidance; *Career Planning; *Computer Oriented Programs; Deafness; Decision Making; Guidance Programs; *Hearing Impairments; Information Systems; Occupational Information; Postsecondary Education; Program Effectiveness; *Program Implementation; Technical Institutes; Use Studies
IDENTIFIERS- *National Technical Institute for the Deaf; *System of Interactive Guidance and Information

As early as July 1974, the System of Interactive Guidance and Information (SIGI), a computer-based aid to career decision making, had been identified for possible use at the National Technical Institute for the Deaf (NTID). A task force that intensively studied SIGI and its potential for use within NTID recommended that it be brought to NTID. For its successful implementation, the task force recommended certain support services such as a counseling coordinator, a resource assistant, and a research associate. During the three years that SIGI has been in use at NTID, several different implementation strategies have been tried, including totally independent student interaction, use during the Summer Vestibule program, SIGI as a requirement of a career decision-making class, career counseling, pairs of students going through SIGI together, and SIGI as extra credit in other courses. Results of evaluation of SIGI's effectiveness indicated that students and career counselors reported very positive feelings about SIGI's potential use at NTID. Recently, development of a computer program to summarize data from a group of students has been undertaken. The data collection option could be used to study students' comprehension and the use of the various subsystems and allow for comparison of NTID users and normal hearing students. (YLB)

ED 230 882 CG 016 749

Eisenhandler, Susan A.
I Am What I Am: Age and Identity in the Community.
PUB DATE- 22 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Aging (Individuals); Gerontology; *Older Adults; *Role Theory; *Self Concept; Self Evaluation (Individuals); Social Attitudes; *Social Cognition

Despite the fact that most elders live their lives in the community, much of what is known about identity in old age is derived from studies of unique groups of elders. Turner proposed that identity is anchored in social order through the individual's adherence to either an institutional or an impulsive basis for action, and through the immediate location of identity in either the person or his/her role. To test this concept, open-ended interviews were conducted with 50 older people in a small community. When asked what it is like to be a specific chronological age, 21 respondents indicated that they did not see their age as distinguishable from other ages. However, for 26 respondents age was viewed as having particular meaning; 18 expressed ambivalent meaning, 5 expressed positive meaning, and 3 expressed negative meaning. Most elders seemed to be saying, "As far as age goes, I am what I am." The results offer evidence that age and old age are not necessarily mainstays of identity to elders who live in the community, although most recognize and enact roles associated with old age, e.g., as retirees or grandparents. A shift in chronological age and a definition of old as deleterious do not appreciably alter the sense of identity. (Author/JAC)

ED 230 733 CE 036 141

Schmidt, B. June

Implementation of Competency-Based Education in Secondary Business Education. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

PUB DATE- 31 May 83

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Behavioral Objectives; *Business Skills; *Competency Based Education; Course Descriptions; Criterion Referenced Tests; Evaluation; Instructional Materials; Material Development; *Office Management; *Office Occupations Education; *Recordkeeping; *Resource Materials; Secondary Education; Task Analysis

Competency-based instructional resources guides were developed for the secondary business educational offerings of legal office procedures, medical office procedures, recordkeeping, and office supervision and management. Task lists for each offering were validated by individuals from business, government, and professional organizations; experienced teachers; and/or content area experts. Initial drafts of the resource guides were prepared from the validated task lists, reviewed by selected business teachers and supervisors, revised, and field tested. To evaluate the guides' effectiveness in assisting teachers to meet Virginia's competency-based educational standards for vocational education, evaluation instruments were administered to teachers and students prior to and after the field testing. Evaluation outcomes indicated that both teachers and students believed courses to be competency-based. (Appendixes, amounting to almost four-fifths of the report, include the task/competency validation lists for all four offerings, validated task/competency lists, preassessment questionnaires, title pages and tables of contents for the four resource guides, field test evaluation instruments, and Virginia Vocational and Adult Education Competency-Based Education Standards: Requirements and Criteria.) (YLB)

ED 230 775 CE 036 245

Novak, Kathy
Rural Resources.
K. N. Associates, Wyomissing Hills, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; *Adult Basic Education; Agency Cooperation; Community Programs; Cooperative Programs; Coordination; Delivery Systems; *Educational Cooperation; Educational Strategies; Guidelines; Human Services; Industry; Job Placement; *Job Training; Linking Agents; Marketing; Program Administration; Program Development; Program Implementation; Rural Areas; *Rural Education; *School Business Relationship
IDENTIFIERS- Private Sector

Designed as a resource for rural adult basic education (ABE) program planners, this guidebook describes model linkage strategies between ABE and job placement as well as ABE and job training services that are targeted to rural Americans. The following topics are addressed in the guide: key linkage strategies (community advisory councils, cooperative agreements with human services agencies, and cooperative agreements with private industry); rural marketing strategies; rural delivery systems; and rural supportive services. Appended to the guide are guidelines for officer selection, sample council by-laws, suggested training activities, a list of do's and do not's for an effective council, a survey to determine the services provided and the clients served by agencies, sample cooperative agreements, lists of the qualifications and responsibilities of program directors, a sample agenda, and an outline of the contributions of cooperating parties (educational agencies, industry, and unions). (MN)

ED 230 805 CE 036 301

Cook's Helper. DOT No. 317.687-010. Cafeteria Occupations. Coordinator's Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cleaning; *Cooking Instruction; *Cooks; *Cooperative Education; Course Descriptions; *Dining Facilities; Equipment Utilization; *Food Service; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Safety; Teaching Guides; Tests

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the cook's helper. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; 10 information sheets and 10 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) cooking and baking terms and definitions, (2) cooking utensils and equipment, (3) types of commercial mixers and attachments, (4) commercial mixer safety, (5) types of ovens and safety methods, (6) operation of the food slicer and safety methods, (7) cooking methods, (8) reading measurements, (9) reading labels, and (10) general cleaning. (YLB)

ED 230 834 CG 016 701

Gritz, Ellen R.

Cigarette Smoking by Adolescent Females: Implications for Health and Behavior.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescent Development; *Adolescents; Advertising; *Behavior Patterns; Cancer; Drug Abuse; *Females; *Physical Health; Psychological Characteristics; Secondary Education; Sex Differences; *Smoking; State of the Art Reviews; Youth Problems

Cigarette smoking is a behavior with profound biomedical and psychosocial consequences across the life span. Although it is advertised in terms of youth, beauty, sexual appeal, success and independence, smoking is intimately linked with addiction, disease and death. Smoking has been shown to be a leading contributer to several kinds of cancer, lung disease, and coronary heart disease. Although smoking has been tied to the evolving role of women in Western society, it carries a heavy responsibility in terms of potential damage to unborn babies. Smoking behavior often begins in adolescence, when disease seems only vaguely related to everyday life. An examination of gender-specific statistics shows that females exceed males in a lifetime prevalence for smoking as well as for smoking 10 or more cigarettes a day. It has been suggested that teenage girls start smoking in an attempt to adopt a set of valued personality characteristics pictured in cigarette advertising. A deeper understanding is needed of what specific physiological and psychological variables lead girls to take up regular smoking. (JAC)

ED 230 850 CG 016 717

Marijuana and Youth: Clinical Observations on Motivation and Learning.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-82-1186
PUB DATE- 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Children; *Drug Abuse; Drug Education; *Drug Use; Elementary Secondary Education; Family Relationship; Family Role; *Learning; *Marihuana; *Motivation; *Psychological Patterns; Student Behavior; Youth; Youth Problems

This volume, intended for both professionals and the public, contains the ten papers and the ten edited transcripts of discussions from the National Institute on Drug Abuse workgroup. Each of the first five chapters presents two of the papers and discussion highlights selected by the authors. The papers included are: "Cannabis: Effects Upon Adolescent Motivation," by Sidney Cohen; "Incidence and Characteristics of Amotivational Syndrome, Including Associated Findings, Among Chronic Marijuana Users," by James Halikas, And Others; "Psychological Effects of Cannabis in Adolescence," by Doris H. Milman; "Some Clinical Comments on Chronic Marijuana Use in Adolescent Psychiatric Patients," by John E. Meeks; "The Relationship of Moderate Marijuana Use and Adolescent Behavior," by Donald Ian Macdonald; "The Effects of Marijuana on the Young," by Harold M. Voth; "Clinical Perspectives on the Toxicity of Marijuana: 1967-1981," by David E. Smith and Richard B. Seymour; "A Family Approach to Marijuana Use," by H. Charles Fishman; "Marijuana Abuse by Children and Teenagers: A Pediatrician's View," by Ingrid L. Lantner; and "Marijuana in the School: Clinical Observations and Needs," by Robert G. Niven. Chapter 6 contains selections from the workgroup's final discussions. Chapter 7 presents the summary and conclusions, discussing the idea of the family as the central focus in both prevention and management of marijuana-induced emotional and cognitive disorders in children; the necessity of raising the consciousness of health care professionals; the need for individual, familial, and national programs for prevention of marijuana use by adolescents, and the need for further, controlled clinical research into the nature of marijuana-induced brain syndromes. (AG)

Candy-Gibbs, Sandra E.
The Alleged Inferiority of Men's Close Interpersonal Relationships: An Examination of Sex Differences in the Elderly Widowed.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Family Relationship; *Friendship; Gerontology; Interaction; *Interpersonal Relationship; *Older Adults; *Sex Differences; Sex Role; Social Support Groups; Stress Variables; Well Being; *Widowed

Close relationships have been identified as moderators of stress and as enhancing well-being. A model of friendship based on a conception of self (Wright, 1974) which delineates several relationship dimensions was used to study the qualitative components and sex differences in close relationships. Elderly widows and widowers (N=50) were interviewed and completed the Wright Acquaintance Description Form (ADF), an 80 item questionnaire measuring the 8 dimensions conceputualized in Wright's model of friendship. Differences in mean level of the dimensions were analyzed by sex of respondent and by relationship of close person. Results showed that 44% of the men reported closest relationships with males. Of the women 72% reported closest relationships with females; only 28% reported close relationships with males. Women rated their closest person as more unique/open and the bond as stronger than did men. No other sex differences were found. The data lend support to Wright's (1981) theory that sex differences in interpersonal relationships diminish as the duration and closeness of the bond increases. (JAC)

ED 230 676 CE 035 898

McDonald, Bruce A.
VES 490--Readings. Student Manual.
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Citations (References); *Content Area Reading; Content Area Writing; *Course Content; Course Objectives; Critical Reading; Higher Education; *Independent Study; Majors (Students); Performance Contracts; Reading Assignments; Research Projects; Student Evaluation; Student Projects; *Student Research; Study Guides; *Vocational Education; Writing Instruction
IDENTIFIERS- *Southern Illinois University Carbondale

This manual provides information needed by students taking independent study courses (readings) in agricultural education, business education, home economics education, industrial education, or health occupations education as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. The objectives of the course are to increase the students' ability to locate research materials and to prepare lucid written reports. The first part of the manual consists of a description of the course and directions for completing it. Sections are included on course objectives; performance contracting; evaluation and grading; planning; the search process; reading and writing articles, book reviews, book reports, and Educational Resources Information Center (ERIC) documents; and documentation (written contracts, written reports, and activities logs). The second part of the manual consists of eight appendixes that provide materials for use in the course, including sample contracts, 12 suggested article topics and suggested approaches, the SQ3R reading process, reference citations using the American Psychological Association (APA) format, report writing tips, sample article reports, sample book reviews, and sample activities log entries. Blank contract forms and activities log sheets also are included. (KC)

ED 230 703 CE 036 070

Working with Handicapped and Disadvantaged Students in Vocational Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTIONS- Accessibility (for Disabled); Annotated Bibliographies; Behavior Problems; Classroom Techniques; *Disabilities; *Disadvantaged; *Emotional Disturbances; Hearing Impairments; Individual Needs; Learning Disabilities; *Mainstreaming; Mental Retardation; Physical Disabilities; Physical Mobility; Secondary Education; Speech Handicaps; *Teaching Methods; Visual Impairments; *Vocational Education

This handbook is intended for use by South Carolina vocational educators who are responsible for teaching special needs students who have been integrated into the regular vocational classes. It begins with a discussion of state standards and federal regulations dealing with handicapped and disadvantaged students. Material is then presented on eight major handicapping conditions: (1) physically and orthopedically handicapped, (2) mentally handicapped, (3) visually handicapped, (4) hearing handicapped, (5) emotionally handicapped, (6) speech handicapped, (7) learning disabled, and (8) disadvantaged. Information related to each of these conditions is presented according to the following format: description of the handicapping condition, unique needs of students with the handicapping condition, strategies for working with the handicapped student in a vocational education classroom, and an annotated bibliography of print and nonprint materials, resource organizations, and exemplary programs. (YLB)

ED 230 718 CE 036 102

Bluhm, Jeremy; Butler, Erik Payne

Youth Employment: Colleges Have a Role.

Brandeis Univ., Waltham, Mass. Center for Public Service.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Demonstration Programs; *Disadvantaged Youth; *Economically Disadvantaged; *Educational Cooperation; Educational Improvement; Educational Innovation; Employment Services; Federal Legislation; Federal Programs; Guidelines; Job Training; *Postsecondary Education; Program Descriptions; School Business Relationship; School Community Relationship; *School Role; Teaching Methods; Unemployment; Vocational Education; *Youth Employment
IDENTIFIERS- *Fund for Improvement of Postsecondary Education

This booklet shows how postsecondary institutions can serve economically disadvantaged youth by working with local employment and training agencies. Programs administered by the Fund for the Improvement of Postsecondary Education (FIPSE) are described as well as the students they served. Program goals and services are cited: vocational training, pre-college orientation, basic skills, life skills, and career exploration. Innovative instructional techniques to help disadvantaged youth succeed in the classroom are also listed. A discussion of the crucial role of support examines ways of extending contact with students outside of class and institutional adjustments to meet the needs of disadvantaged students. The importance of linking the classroom to the workplace and of developing worksites is also emphasized. Collaboration between colleges and private industry councils, employment and training agencies, employers, and community-based organizations is examined as a means to gain funding and assistance. Guidelines for developing collaborations are offered. Benefits from FIPSE projects are explored for postsecondary institutions, business and industry, and administrators of federal funds. (YLB)

ED 230 690 CE 036 044

A Survey of CETA Upgrading and Retraining Programs.
Cambridge Office of Manpower Affairs, MA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Jun 80
CONTRACT- SP-25-0-P002
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Career Change; Case Studies; Employment Opportunities; Employment Programs; Federal Programs; Job Development; Job Layoff; Job Placement; Job Skills; *Job Training; On the Job Training; Outcomes of Education; *Program Effectiveness; *Promotion (Occupational); Reentry Workers; *Retraining; Trainees; Training Allowances
IDENTIFIERS- *Comprehensive Employment and Training Act; *Prime Sponsors

In 1979, Comprehensive Employment and Training Act (CETA) legislation was changed to remove income from the eligibility criteria for Title IIC upgrading and retraining programs. In order to assess the impact of this change upon CETA prime sponsor and private industry council (PIC) activities across the country, a telephone survey was made to all 473 CETA prime sponsors, with successful contact made with 361 prime sponsor organizations. Sixty-five prime sponsors commented that they had CETA funded activities in the upgrading and retraining program areas and provided a brief description of these activities. Some of their input was as follows: (1) 58 prime sponsor programs, representing 1,620 subsidized training slots, were reported at an average of $1,120 per slot (compared to about $3,500 per slot nationally); (2) about 60 percent of these programs used on-the-job training as the principal method of new skill acquisition, and most of these programs used their job training staff in marketing upgraded training to the private sector; (3) 620 of the upgrading slots were in structured off-the-job classroom, shop, or clinical training situations; and (4) success rates of more than 90 percent were reported by almost all the prime sponsors both in promotion of workers who had completed training and in hiring of new employees by companies who participated in upgrading programs. (After the survey, 12 of the sites were visited; a report on each of them is included in this publication, along with a synthesis of the activities reported in terms of marketing, occupations selected for training, clients served, and training methods used.) (KC)

ED 230 790 CE 036 281

Hohhertz, Durwin
Soldadura (Welding). Spanish Translations for Welding.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Bilingual Education; *Bilingual Instructional Materials; Metal Working; Postsecondary Education; Repair; Safety; Secondary Education; *Spanish Speaking; *Trade and Industrial Education; *Transparencies; *Welding

Thirty transparency masters with Spanish subtitles for key words are provided for a welding/general mechanical repair course. The transparency masters are on such topics as oxyacetylene welding; oxyacetylene welding equipment; welding safety; different types of welds; braze welding; cutting torches; cutting with a torch; protective equipment; arc welding; arc welding equipment; welding positions; joints and welds; piercing, gouging, and beveling; DC polarity; AC welder; and properly and improperly formed beads. (YLB)

ED 230 820 CE 036 368

Henderson, William Edward, Jr.
Articulated, Performance-Based Instruction Objectives Guide for Automotive Mechanics. Final Document. Revised.
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
SPONS. AGENCY- South Carolina Appalachian Council of Governments, Greenville.
PUB DATE- May 83
CONTRACT- ARC-211-B
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Articulation (Education); *Auto Mechanics; Behavioral Objectives; Career Education; Competency Based Education; Criterion Referenced Tests; Curriculum Guides; High Schools; Industrial Arts; Motor Vehicles; Safety; Secondary Education; *Trade and Industrial Education

Developed during a project designed to provide continuous, performance-based vocational training at the secondary and postsecondary levels, this instructional guide is intended to help teachers implement a laterally and vertically articulated secondary level automotive mechanics program. Introductory materials include descriptions of Automotive Mechanics I and II, descriptions of secondary and postsecondary automotive mechanics programs, postsecondary course descriptions, secondary level automotive mechanics objectives, suggested automotive mechanics curriculum levels, suggested guidelines, discussion of sample tests provided in the guide, and suggested instructional time. Topics covered in the 13 units include an introduction; lubrication and vehicle operating maintenance; automotive engine maintenance, repair, and overhaul; fuel system maintenance and repair; emission controls and exhaust systems; cooling system, heater, and air conditioner maintenance and repair; electrical ignition systems; drive train; wheels and tires; steering and suspension; braking system maintenance and repair; automotive servicing; and servicing diesel fuel injection systems. Suggested instructional time and task listings begin each unit. For each task in a unit, some or all of the following are provided: performance objectives, performance actions, performance standards, recommended sources, related technical information, and other information the teacher might need. Appended to the basic document are: (1) a set of appendices that are relatively standard for the items in this series, and (2) a set of outcome-referenced tests. (YLB)

ED 230 867 CG 016 734

Boardman, Susan K.; And Others

Neurotic Fear of Success, Fear of Failure and Need Achievement.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Need; College Students; *Failure; *Fear of Success; Feedback; Goal Orientation; Higher Education; Individual Differences; *Motivation; *Neurosis; Psychological Characteristics

Neurotic fear of success is conceptually connected to achievement motivation and achievement related conflicts. To investigate the relationship between individuals identified as success-fearers, or failure-fearers, and those high in achievement motivation, 426 college students completed Cohen's Fear of Success Scale, Mandler-Sarason's Test Anxiety Questionnaire, and the Thematic Apperception Test scored for achievement motivation. Preliminary work with the measures showed variable correlations among the scales, with success-fearers falling predominantly in the fear of failure category and non-success-fearers falling predominantly in the resultant high achievement motivation category. Investigations of the behavioral differences between fear of success and fear of failure subjects using reading tasks, false success feedback, and a puzzle risk-taking task showed that high success fearers had a significant decrement in mean performance scores compared with the other neurotic fear of success classifications. Those high in resultant achievement motivation and failure-fearers showed no tendancy to engage in self-sabotage following success feedback. (Author/JAC)

ED 230 883 CG 016 750

Quinn, Joseph F.; Burkhauser, Richard V.
Retirement Trends and Public Policy: The Carrot and the Stick.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Employee Attitudes; Employment Patterns; *Federal Legislation; Fringe Benefits; Gerontology; *Incentives; *Older Adults; Personnel Policy; Population Trends; *Public Policy; *Retirement; Retirement Benefits; State of the Art Reviews
IDENTIFIERS- *Mandatory Retirement; *Social Security

Recent trends toward earlier retirement have exacerbated the financial problems facing the Social Security system and many other public and private pension plans. The massive commitment of public and private funds to Social Security and pension funds is partly responsible for the trend to early retirement. This, in fact, was one of the early goals of Social Security: to induce older workers out of the weak labor markets of the 1930's. Now, however, the age distribution has changed and the population of retirees has risen. There are three general approaches to bolstering the Social Security System: (1) an increase in employee contributions; (2) a decrease in the schedule of benefits, or delay of eligibility; and (3) an alteration in public policy to induce later retirement. The benefit structure of Social Security and pension plans often provides strong financial incentives to retire precisely at the mandatory age: the carrot and stick are frequently applied simultaneously. To observe actual labor force transition behavior, adults employed in 1973 who did not face mandatory retirement by 1975 were studied. Results showed that health, full-time earnings, and whether or not retirement income would be lost by working, were significant variables. Research suggests that the extension of the mandatory retirement age will not greatly affect work effort of older persons. A public policy that hopes to alter individual retirement decisions should focus on the financial incentives at the heart of retirement plans. (JAC)

ED 230 704 CE 036 071

Schumacher, Sally
Adult Development and Adult Beginning Reading Behaviors: An Exploratory Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; *Adult Development; Adult Learning; *Adult Literacy; *Adult Reading Programs; Adult Students; Age; *Beginning Reading; Ethnography; *School Attitudes; Student Attitudes; Student Educational Objectives; Student Motivation

An ethnographic study investigated four adult beginning reading (ABR) classes in several adult learning centers in order to determine the effect of an adult's age and developmental phase on his or her behavior and attitudes in the learning-to-read process. For 9 months, a four-member research team conducted on-site observations, compiled extensive field notes, and correlated data from sources such as project proposals, adult learning center newsletters, ABR teachers and students, adult education students and teachers, and staff of the Virginia State Department of Education. After developing snapshots and sketches of 14 adults for over 60 adult beginning readers, researchers concluded that no relationship existed among age, phase of adult consciousness and adult development, dominant motivation, and reading behaviors. The study supported the postulate that both growth expansion and anxiety frustration can serve as the dominant motivation for beginning to read. Because the researchers found such wide variations among phases of adult development and adult consciousness, they recommended that adult beginning readers be given both group and individual instruction. (MN)

ED 230 734 CE 036 142

Borthwick, Thomas
Educational Programs and the Older Person.
PUB DATE- 13 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adult Education; Aging (Individuals); Cultural Influences; Economic Factors; Educational Environment; *Educational Gerontology; Higher Education; Individual Characteristics; *Influences; Literature Reviews; *Older Adults; Participant Characteristics; *Participation; Physical Characteristics; Psychological Characteristics; Social Influences

The literature was studied to investigate some of the significant factors that affect participation of older persons (aged 60 and over) in educational programs. Focuses of the literature review were economic and geographic background; educational gerontology; the learning environment; physical, physiological and psychological characteristics; and sociological and cultural profiles. Reasons for low-level participation of older persons were cost, inconvenience, transportation problems, and attitudes toward self, education, and educational institutions. The research recommended that education provide for lifelong learning and opportunity for flexible participation and account for prior nonacademic learning experiences. Recommendations for the learning environment included compensations for vision and hearing loss, learning aids, and teaching in the affective domain. The literature suggested that as the older segment of the population grows and increasing numbers of them participate in all forms of educational programs, the negativism about older persons and aging must be eliminated and opportunities must be created to make older learners' participation in higher education less visible and more normal. (The bibliography contains 14 pages.) (YLB)

ED 230 748 CE 036 181

Childers, John H., Jr.
Highlighting Self and Career Awareness through Value-Related Activities: Booklet II. Vocational Career Orientation Self Development Unit.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Planning; Classroom Techniques; Guidelines; Junior High Schools; Learning Activities; Program Implementation; *Self Actualization; *Self Concept; *Self Evaluation (Individuals); *Values; *Values Clarification; Workbooks

This workbook on highlighting self and career awareness through value-related activities, the second in a series of three vocational career orientation self-developmental units, was designed for use at the junior high school level. The introductory section outlines the goals of the workbook, its structure, and the nature of the activities included in it. Provided next are a series of activities having the following titles: 20 Things You Like to Do, What I Value in Life, The Auction Activity, A Personal Coat of Arms, Exploring Interests, Similarities and Differences Among People, We All Have Strengths, Personal Characteristics and Work, and Knowing Your Basic Skills and Abilities. Each activity contains some or all of the following: a statement of purpose, a text that teachers may either read or paraphrase to implement the activity, additional optional activities, and additional follow-up activities. A workbook evaluation form concludes the guide. (MN)

ED 230 762 CE 036 216

Swank, Constance

Phased Retirement: The European Experience.

National Council for Alternative Work Patterns, Washington, D.C.
SPONS. AGENCY- Florence V. Burden Foundation, New York, N.Y.; German Marshall Fund of the United States, Washington, D.C.; J.C. Penney Co., Inc., New York, N.Y.
REPORT NO.- ISBN-0-911583-04-1
PUB DATE- 82
AVAILABLE FROM- National Council for Alternative Work Patterns, 1925 K Street, NW, Washington, DC 20006 ($11.95--members, $13.95--non-members).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Books (010)
DESCRIPTIONS- *Employees; *Employment Practices; *Foreign Countries; Job Development; *Older Adults; *Retirement
IDENTIFIERS- *Europe; *Phased Retirement

This report provides United States corporate and union policymakers with practical information on one alternative work pattern for older employees--phased retirement--from European colleagues who already have implemented or negotiated specific phasing programs. An introduction provides details on the collection of information from companies in Europe offering phased retirement programs. The opening section of the book outlines the general conclusions regarding European phased retirement programs under these topics: program origins, company characteristics, program structure, eligibility criteria, corporate and participant costs and benefits, worklife extension or exit, union role, influence of government policies, and prospects for American application. A master reference guide is a useful index to selected European phased retirement programs. Thirteen European phased retirement programs selected for the study are highlighted in individual case studies grouped by country. The Old Age Spare Time Program, available to workers in the German brewery industry, is also summarized as a case study. Four other programs are described in shorter profiles. Country summaries preceding each national grouping of programs spotlight national issues, policies, or legislation that may affect individual company phased retirement programs. Appendixes include a report on development of phased retirement policy guidelines within the European community and the survey instrument. (YLB)

ED 230 776 CE 036 246

Clothing and Textiles Curriculum Guide for Exploratory Homemaking Programs (Grades 6-8). Volume I. Bulletin 1700.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Annotated Bibliographies; Articulation (Education); Behavioral Objectives; *Clothing Instruction; Competence; Competency Based Education; Course Content; Curriculum; Educational Resources; Home Economics; Home Economics Skills; Junior High Schools; *Learning Activities; *Occupational Home Economics; Occupational Information; Sewing Instruction; *State Curriculum Guides; *Teaching Methods; *Textiles Instruction

IDENTIFIERS- Louisiana

This first volume of a curriculum guide for use in vocational home economics programs in Louisiana includes entry-level materials for students in grades six through eight. The topics from this level may be included in Exploratory Homemaking, an approved elective offering for students in the cited grades. The unit may be limited to nonlaboratory learning experiences, or it may include a simple construction project. Topics covered in the unit are the following: social psychological aspects of clothing, personal appearance, textiles, economic aspects of clothing, clothing care, careers in clothing and textiles, and clothing construction skill development. Each topic is complete with content, student learning activities, and resources. A complete topical outline for all levels is included in the initial pages of each volume of the guide, while topical outlines for each level precede the materials for that specific level. Student competency-based objectives are included for each topic and some suggested student learning activities are given with the content under each topic and subtopic. Teacher and student resources--such as bulletins, pamphlets, audiovisual materials, and state-approved textbooks--are suggested for each topic and subtopic. An appendix to the guide contains a list of supplementary materials with complete reference information and a brief description of the materials, bulletin board ideas, and teaching supplements. (KC)

ED 230 806 CE 036 302

Counter Attendant. DOT No. 311.677.014. Cafeteria Occupations.
Coordinator's Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cooperative Education; Course Descriptions; *Dining Facilities; *Food Service; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Safety; Teaching Guides; Tests
IDENTIFIERS- *Counter Attendants

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the counter attendant. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; 12 information sheets and 28 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) counter terminology, (2) safety, (3) counter fixtures, (4) providing eye appeal to foods, (5) preparing the counter, (6) portioning food, (7) serving personality, (8) preparing drinks, (9) desserts, (10) entrees, (11) keeping the counter supplied, and (12) cleaning the counter. (YLB)

ED 230 835 CG 016 702

Severance, Donald W.
Active Humanistic Behavior in Social and Therapeutic Interaction.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Development; Change Agents; Counseling Effectiveness; *Counseling Techniques; Counselor Characteristics; *Counselor Client Relationship; Humanism; *Mentors; Modeling (Psychology); *Psychotherapy; *Therapists; *Young Adults

Although some psychotherapists have adopted aspects of mentoring in their style of therapy, there is little research on behavior change resulting from effective mentoring relationships. To investigate and evaluate the extent to which psychotherapists use mentoring and judge it to be effective with young adult clients, 110 psychotherapists and 90 clients were surveyed using the mentoring factor questionnaire. Results showed psychotherapists viewed mentoring as occasionally effective and ranked caring and teaching as the most effective mentoring behaviors. The client survey showed similar results. Younger psychotherapists of a behavioral orientation used mentoring significantly more than older, more experienced psychotherapists of a Rogerian or psychoanalytic orientation. Female therapists used caring more effectively, while males used guiding, advising and sponsoring more effectively. Clients judged mentoring to be more effective in the treatment of persons seeking personal development and growth, but significantly ineffective in the treatment of sexual, marital or relationship problems. The results suggest that mentoring can be a viable therapeutic approach when judiciously applied. (JAC)

ED 230 851 CG 016 718

Oversight Hearing on the Office of Juvenile Justice and Delinquency Prevention. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 31 Mar 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Delinquency; *Delinquency Prevention; *Delinquent Rehabilitation; *Economic Status; Family Problems; Family Relationship; Hearings; Law Enforcement; *Program Effectiveness; Reduction in Force; *Staff Utilization; Youth; Youth Problems
IDENTIFIERS- Congress 97th; *Juvenile Justice Delinquency Prevention Office; *Law Enforcement Assistance Administration

This document contains a transcript of hearings held to review the year's progress of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), to review budget and personnel reductions, and to evaluate the effect on the OJJDP of the termination of the Law Enforcement Assistance Agency (LEAA). Witnesses testifying included representatives in Congress as well as professionals in the field of delinquency prevention from the OJJDP, and labor leaders. Both transcripts of testimony and prepared statements are provided. Testimony focuses on four areas: (1) the background of the current OJJDP situation, including financial matters; (2) a status report on all major program activities of the OJJDP; (3) the relationship of the LEAA to the OJJDP; and (4) the influence of the reductions in staff from both agencies. An extensive appendix includes letters, newspaper articles, documents pertaining to relevant court cases, and memos. (AG)

ED 230 677 CE 035 899

McDonald, Bruce A.
VES 495--Teaching Internship. Student Manual.
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Course Content; Course Objectives; Higher Education; Instructional Materials; *Internship Programs; Majors (Students); Performance Contracts; *Preservice Teacher Education; Professional Education; Student Evaluation; *Student Teaching; Study Guides; Teacher Interns; Teaching Experience; *Vocational Education
IDENTIFIERS- *Southern Illinois University Carbondale

This manual provides information needed by students taking teaching internships in agricultural education, business education, home economics education, industrial education, or health occupations education as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. The first part of the manual explains the requirements of the teaching internship program and how it is conducted. Included are sections on objectives of teaching internships, the planning process, performance contracting, interning, evaluation, and grading. The second part of the manual consists of six appendixes that provide materials for use in the internship program. Materials include a sample schedule, sample contracts, an observation guide, sample internship activities log-entries, sample instructor evaluation form entries, and a key to the instructor evaluation rating scale. Blank versions of some documents are included for student use. (KC)

ED 230 719   CE 036 104

The Work Revolution. 8th Annual Report. Report No. 15.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Annual Reports; Career Education; *Economic Change; *Employment; *Federal Government; Futures (of Society); Hispanic Americans; Job Training; Labor Force; Labor Market; Older Adults; *Policy; Productivity; *Program Descriptions; Technological Advancement; *Unemployment
IDENTIFIERS- Displaced Workers; National Advisory Council on Vocational Education; *National Commission for Employment Policy

This report examines employment in terms of fundamental, long-range economic change and describes activities of the National Commission for Employment Policy. Part I assesses labor market changes as a first step in developing employment policies that will serve the needs of America in the 1980s and beyond. It considers the changing labor force; changes in industries and occupations in response to high technology innovations, development of new industries, disappearance of jobs in some older manufacturing industries, and emergence of an increasingly service-oriented economy; and the slowdown in productivity growth. Some basic questions are listed that policymakers should address in formulating employment policies. Part II briefly describes completed and ongoing projects in the following major areas: enactment and implementation of the Job Training Partnership Act; labor market problems of Hispanics, older Americans, and displaced workers as well as the employment needs of business. Appendixes identify changes in commission membership and staff and contain comments on published reports of the National Advisory Council on Vocational Education. (YLB)

ED 230 791 CE 036 282

Nurse Aide. D.O.T. No. 355.674-014. Student's Individualized Study Packet. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; *Cooperative Education; Individualized Instruction; Job Skills; Learning Activities; *Medical Services; *Nurses Aides; *Nursing; Tests

Developed for students in a cooperative training program in health occupations education, this study guide is designed for individualized study of competencies for nurse aides, orderlies, and attendants. It follows the general responsibilities outlined in the Dictionary of Occupational Titles. The occupational outlook and job description are first presented. Information sheets, assignment sheets, and job sheets are then provided for each competency. Competencies included for Nurse Aide, Medical Service are: answer signal lights and bells to determine patient's needs; bathe patient; assist patient to dress or undress; serve and remove patient trays; feed patient; transport or assist patient to walk; drape patient for examinations or treatment; dust and clean patients' rooms; change bed linens; run errands and direct visitors; answer telephone; take and record temperature, pulse, and respiration rates; measure and record food and liquid intake and output; apply cold; and apply heat. For Nurse Aide, Central Supply, the competencies are: prepare dressing packs; sterilize packs, trays, and other supplies; clean supplies; prepare treatment trays; and issue and store supplies. Competencies for Nurse Aide, Delivery, are prepare patients for delivery, and clean delivery rooms. For Nurse Aide, Nursery, the competencies are bathe, weigh, dress, and feed newborns. Other contents of the guide include student progress charts, assignment sheet answers, tests, and test answers. (YLB)

ED 230 691 CE 036 049

Rist, Ray C.; And Others
Strategies for Coordinating Education and Employment Services: A Preliminary Analysis of Four In-School Alternatives. Occasional Paper #1.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Nov 79
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Career Education; Career Exploration; Credits; *Demonstration Programs; *Disadvantaged Youth; *Education Work Relationship; *Employment Programs; Federal Programs; Job Development; Job Training; *Program Implementation; Secondary Education; Work Experience Programs
IDENTIFIERS- Private Enterprise; *Youth Employment and Demonstration Projects Act; Youthwork National Policy Study

Forty-eight of the Exemplary In-School Demonstration Projects being conducted under Title IV, Part A of the Youth Employment and Demonstration Projects Act (YEDPA) of 1977 were analyzed to (1) provide an initial discussion of some of the basic aspects of the various strategies employed by the projects and (2) assess some of the fundamental assumptions about the transition from school to work and the manner in which different strategies are thought to assist in that transition. During September 1978 to August 1979, projects were studied, and four broad strategies were identified. These strategies are expanded private sector involvement, career awareness, job creation through youth-operated projects, and academic credit for work experience. This report is a tentative outlining of the strategies and their variations, with no new data reported. It outlines the distinguishing characteristics of each of the broad strategies and the alternatives available within each approach, without providing conclusions about the merits of each. (KC)

ED 230 749 CE 036 182

Childers, John H., Jr.
Career Decision-Making: Booklet III. Vocational Career Orientation Self Development Unit.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Choice; *Career Planning; Classroom Techniques; *Decision Making; Guidelines; Junior High Schools; Learning Activities; *Models; Occupational Information; Program Implementation; Resources; *Self Actualization; Workbooks; Workshops
IDENTIFIERS- *Goal Setting; *Holland (John L)

This workshop booklet on career decision making, the third in a series of three vocational career orientation self-developmental units, was designed for use at the junior high school level. Provided in the booklet are materials for conducting four workshop sessions. The first session deals with various preliminary steps to formulating a career choice, including career brainstorming, assessing one's needs in a career, considering personal versus situational factors, and an introduction to decision making. Addressed in the second session are decision making as a process, steps in the decision making process, and making a decision. The thid session deals with John L. Holland's theory regarding vocational choice and with career information resources such as the Directory of Occupational Titles and the Occupational Outlook Handbook. Covered in the final session are selecting a tentative career choice and the goal setting process. Each of these four sections contains an explanation of the purpose of the given session, instructions for implementing each activity included in the session, and suggestions for summarizing and closing the session. Appended to the booklet are the actual discussion questions, activities, diagrams, and information sheets needed to conduct the workshop. (MN)

ED 230 821 CE 036 370

Henderson, William Edward, Jr.
Articulated, Peformance-Based Instruction Objectives Guide for Building Construction/Carpentry. Final Document. Revised.
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

SPONS. AGENCY- South Carolina Appalachian Council of Governments, Greenville.
PUB DATE- 28 Feb 83
CONTRACT- ARC-211-B
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Articulation (Education); Behavioral Objectives; Blueprints; *Building Trades; *Cabinetmaking; *Carpentry; Competency Based Education; *Construction (Process); Criterion Referenced Tests; Curriculum Guides; Finishing; Flooring; Floor Layers; High Schools; Industrial Arts; Secondary Education; *Trade and Industrial Education

Developed during a project designed to provide continuous, performance-based vocational training at the secondary and postsecondary levels, this instructional guide is intended to help teachers implement a laterally and vertically articulated secondary level building construction/carpentry program. Introductory materials include descriptions of Building Construction I and II, descriptions of the postsecondary carpentry program, postsecondary course descriptions, standards applicable to Building Construction I and II, discussion of sample tests provided in the guide, and suggested instructional time. Topics covered in the 25 units include an introduction; safety; math; blueprint reading; hand tools; fasteners, finishing, and hardware; power tools; site layout; footings and foundations; framing; roofing; finishing; stair construction; cabinets and built-ins; cabinetmaking, built-ins, and finishing specialization; mechanical and masonry rough-ins, finishing, and completion; finished carpentry tasks; estimating materials and costs; practical application projects; job leadership; and career opportunities. Suggested instructional time and task listings begin each unit. For each task in a unit, some or all of the following are provided: performance objectives, performance actions, performance standards, recommended sources, related technical information, and other information the teacher might need. Suggested outcome-referenced tests have been interspersed throughout the text, immediately following the unit to which they apply. Appendixes include proficiency reports, articulation materials, definitions, and test directions. (YLB)

ED 230 836 CG 016 703

Zaki, Gamel; Zaki, Sylvia
Day Care as a Long-Term Care Service Study.
Rhode Island Coll., Providence. Gerontology Center.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Brown Univ., Providence, R.I.
PUB DATE- 82
GRANT- AoA-90-AT-2164
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Day Care; Case Studies; *Delivery Systems; Geriatrics; Gerontology; Human Services; Medical Services; Mental Disorders; Older Adults; Physical Disabilities; *Program Design; Social Support Groups
IDENTIFIERS- *Client Characteristics; *Long Term Care; New England

Day care is a growing service in the field of long-term care, increasing the options available to the impaired elderly. To study the development of adult day care centers in southeastern New England, and to identify the relationship of day care centers to the long term care network of services, the 11 day care centers in the catchment area of the southeastern New England Long Term Care Gerontology Center were studied (6 in Massachusetts and 5 in Rhode Island). Surveys of professional personnel and clients, and site visits were used to compare the centers in terms of physical facilities, admission criteria, participant characteristics, financial resources, staffing services and activities, and relationship with families and community activities. Results showed that all centers admit clients regardless of living conditions, although 41% of those admitted live alone. Day care had no significant effect on nursing home entry or length of stay. The population served was similar to the general elderly population rather than those at special risk. The data indicated a clear identification of day care centers as an integral part of the network of long term care services. The results suggest leadership and advocacy roles for the southeastern New England Long Term Care Gerontology Center. Appendices include letters to centers, interview questionnaires, a list of day care centers in the catchment area, and the Massachusetts Adult Day Health Manual. (JAC)

ED 230 868 CG 016 735

Menaghan, Elizabeth G.
Coping with Marital Problems: Assessing Effectiveness.
PUB DATE- 10 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; Comparative Analysis; *Coping; Interpersonal Relationship; *Marital Instability; *Marriage; Predictor Variables; *Problem Solving; Spouses; *Stress Variables
IDENTIFIERS- *Negotiation Processes

Little evidence exists about either the short or long-term effects of coping strategies on the reduction of emotional distress or the lessening of problems. To examine the predictors and effectiveness of four marital coping efforts (negotiation, optimistic comparison, selective ignoring, and resignation), data derived from a panel study of 758 married adults interviewed in 1972 and again in 1976 were analyzed. Results showed that the level of current marital problems was strongly predictive of coping strategies: people with more problems were less likely to attempt negotiation or to make optimistic comparisons, and more likely to try selective ignoring and resignation, which increased ongoing distress and had little direct impact in either direction on later problem level. Negotiation did not reduce feelings of distress, but was associated with fewer problems later. Optimistic comparison was associated with both lower distress and fewer problems later. The strong link between problem level and choice of coping efforts suggests a worsening spiral of marital experience over time. (Author/JAC)

ED 230 884 CG 016 751

Jennings, Rick L.
Basic Considerations in Interviewing Children.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.

PUB DATE- 31 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTIONS- *Adolescents; Behavior Patterns; *Children; Communication Skills; *Counseling Techniques; Counseling Theories; Counselor Client Relationship; *Data Collection; Elementary Secondary Education; Evaluation Methods; *Interviews; Models; Personality Theories; *Questioning Techniques

This manual summarizes and highlights basic considerations in interviewing children. The relationship between interviewing for data collection and interviewing within the counseling or psychotherapeutic context is discussed. The Interviewer's Functional Checklist is presented to provide a method for self-evaluating interviewer behavior, and for developing and cataloging interviewing techniques. The 6 column check list covers 64 interviewer functions and includes space for checking and comments. The appendix to the checklist contains an explanation and description of each of the functions described, and includes brief examples of verbal techniques. The second chapter of the manual describes the major interviewing techniques of clarification, interpretation, reflection, confrontation, continued responses, and self-disclosure. The third chapter considers theoretical orientations including Rogers' person-centered approach, Ellis' rational-emotive approach, psychoanalytic approaches, Glasser's reality therapy, and transactional analysis. An accompanying videotape referenced in the manual is not available. (JAC)

ED 230 705 CE 036 072

Kasworm, Carol E.
Towards a Paradigm of Developmental Levels of Self-Directed Learning.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Cognitive Development; Educational Research; *Independent Study; *Individual Development; *Lifelong Learning; Research Design; *Research Methodology; *Research Needs; Research Problems
IDENTIFIERS- *Perry (William)

Because self-directed learning behaviors are inherently interwoven within a foundation of lifespan cognitive and contextual characteristics, researchers must examine the theory and application of self-directed learning not just as an externally-defined or self-perceived process but also as an internal process of continual development grounded in a framework of both cognitive and human developmental psychology. The developmental perspective for examining the evolution of cognitive and affective transactions of self-directed learning suggests a three-dimensional framework. This framework would incorporate the following components: (1) specific levels of behavior and skills to engage in and complete the action of self-directed learning, (2) specific levels of cognitive complexity necessary for the specific nature of acts of learning, and (3) specific levels of affective value toward knowledge and learning actions. This framework assumes that there are specific developmental changes caused by person-environmental interactions that must occur rather than movement influenced solely by common sense, intuitive, or environmental context for the learners. One theoretical framework for such a lifespan developmental context of self-directed learning is Dr. William Perry's scheme of cognitive and ethical development. (MN)

ED 230 735 CE 036 143

Dewees, Patricia
Adult Learners' Response to Computer-Based Career Guidance Systems in Three Settings: An Employee Development Program, A College Counseling Center, and a Public Library.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; Career Development; Career Education; *Career Guidance; Career Planning; Colleges; *Computer Oriented Programs; *Guidance Centers; Information Utilization; Program Effectiveness; *Public Libraries; Resource Centers; Staff Development; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Computer Assisted Guidance; ENCORE (Computer System); System of Interactive Guidance and Information

The usefulness of two computer-based guidance systems--SIGI (System of Interactive Guidance and Information) and ENCORE--in meeting the career planning needs of adults was explored. Another area of study was how these systems fit into the differing career resource centers of an employer, a college, and a public library. Participants who used SIGI at the NCR Management College and at a SIGI work station in the personnel resources office of an Ohio NCR division found the program helpful. Their comments confirmed the general demand for career development programs. Of the 51 people who used the ENCORE system at the Ursuline College Counseling Center, 27 were very pleased and 20 rated the system as "OK." SIGI users at other educational sites were very satisfied, although over half rated SIGI content as oriented toward a younger college student. The use of SIGI and ENCORE in public libraries in Cleveland and Columbus, Ohio was minimal and illustrated the need for a supporting program in terms of marketing, staff support, and follow-up services. (YLB)

ED 230 763 CE 036 217

Peterson, Elwood
Getting and Keeping a Job: A Practical Guide for Students. A Teacher's Guide.
Utah State Office of Education, Salt Lake City. Div. of Vocational Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Change; Career Ladders; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Employment Experience; *Employment Interviews; *Entry Workers; Job Applicants; *Job Application; Job Enrichment; Job Layoff; Job Performance; Job Placement; *Job Search Methods; Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); State Curriculum Guides; Work Attitudes
IDENTIFIERS- Utah

This guide contains student materials and teaching suggestions to prepare students for finding and getting a job. Constructed in narrative format, the 32 sections of the guide cover the following topics, among others: the job search, qualifications, how to look for a job, dressing for success, letters of application, resumes, job interviews, accepting the job, talking money, succeeding in the job, employer-employee relations, how to get promoted, changing jobs, and being laid off or fired. The teacher's section contains suggestions for teaching these topics, along with an annotated bibliography and an annotated list of related tapes and film strips. (KC)

ED 230 777 CE 036 247

Clothing and Textiles Curriculum Guide for Vocational Home Economics Programs (Grades 9-12). Volume II. Bulletin 1700.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Articulation (Education); Behavioral Objectives; *Clothing Instruction; Competence; Competency Based Education; Course Content; Curriculum; Educational Resources; High Schools; Home Economics; Home Economics Skills; *Learning Activities; *Occupational Home Economics; Occupational Information; Sewing Instruction; *State Curriculum Guides; *Teaching Methods; *Textiles Instruction
IDENTIFIERS- Louisiana

This second volume of a curriculum guide for use in vocational home economics programs in Louisiana is intended for ninth and tenth grade students, tenth through twelfth grade students, and those studying two one-semester courses in clothing and textiles. Topics covered in the units are the following: social-psychological aspects of clothing, personal appearance, textiles, economic aspects of clothing, clothing care, careers in clothing and textiles, and clothing construction skill development. Each topic is complete with content, student learning activities, and resources. A complete topical outline for all levels is included in the initial pages of each volume of the guide, while topical outlines for each level precede the materials for that specific level. Student competency-based objectives are included for each topic, and some suggested student learning activities are given with the content under each topic and subtopic. Teacher and student resources--such as bulletins, pamphlets, audiovisual materials, and state-approved textbooks--are suggested for each topic and subtopic. An appendix to the guide contains a list of supplementary materials with complete reference information and a brief description of the materials, bulletin board ideas, and teaching supplements. (KC)

ED 230 807 CE 036 303

Food Tabulator. DOT No. 211.582-010. Cafeteria Occupations. Coordinator's Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cooperative Education; Course Descriptions; *Dining Facilities; *Food Service; *Hospitality Occupations; Hygiene; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Teaching Guides; Tests
IDENTIFIERS- *Food Tabulators

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the food tabulator. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; six information sheets and nine assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) duties of a food tabulator, (2) desirable characteristics of a food tabulator, (3) grooming essentials, (4) terms and definitions, (5) operation of a ten-key adding-listing machine, and (6) sales tax. (YLB)

ED 230 852 CG 016 719

Oversight Hearing on Runaway and Homeless Youth Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 5 May 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Delinquency; Family Problems; Family Relationship; Federal Legislation; Hearings; *Program Effectiveness; Program Evaluation; *Runaways; Secondary Education; Youth Problems; *Youth Programs
IDENTIFIERS- Congress 97th; *Homeless and Runaway Youth Act

These hearings present a performance review of and information about the Federal administration of the Runaway and Homeless Youth Act, which assists 169 centers for runaways throughout the country. The centers provide emergency shelter and family mediation for many of the youngsters who run away or who are directed to leave home by their parents. Testimony and prepared statements are presented from several witnesses including personnel from the General Accounting Office Institute for Program Evaluation; the Administration for Children, Youth and Families; a program director; and Datson Rader, writer and researcher. Witnesses' testimony includes a review of 17 programs for runaway youths, an overview of the National Program for Homeless and Runaway Youth, an outline of organizations involved in development and implementation of the National Program for Homeless and Runaway Youth, and recommendations for financial support of the program. An extensive appendix contains supportive letters, newspaper articles, a facsimile guide for helping runaway youths in transportation centers, and excerpts from a report on runaway youths published by the National Conference of State Legislatures. (AG)

ED 230 678 CE 035 900

McDonald, Bruce A.
VES 495--Teaching Internship. Supervisor's Guide.
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Cooperating Teachers; *Course Content; Course Objectives; Guidelines; Higher Education; Instructional Materials; *Internship Programs; Majors (Students); Performance Contracts; Preservice Teacher Education; Professional Education; Student Evaluation; Student Teacher Supervisors; *Student Teaching; Study Guides; Teacher Interns; Teaching Experience; *Vocational Education
IDENTIFIERS- *Southern Illinois University Carbondale

This guide provides information needed by teachers supervising students' teaching internships in agricultural education, business education, home economics education, industrial education, or health occupations education as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. In a reproduction of the material contained in the student manual for the course, the first part of the manual explains the requirements of the teaching internship program and how it is conducted. Included are sections on objectives of teaching internships, the general process of internship, the planning process, performance contracting, interning, evaluation, and grading. The second part of the manual consists of five appendixes that provide materials for use in the internship program. Materials include a sample schedule, sample contracts, sample activities log entries, sample instructor evaluation form entries, and a key to the instructor evaluation rating scale. Two blank evaluation forms for the supervising instructor's use also are included. (KC)

ED 230 720 CE 036 105

Gaul, Patricia Reitz
Developing and Disseminating a Curriculum in English Language Survival Skills for Pre- and Non-Literate Speakers of Other Languages. Final Report.

Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 31 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Adult Programs; Communication Skills; Competency Based Edudation; Curriculum; *Curriculum Development; Demonstration Programs; *English (Second Language); Field Tests; *Functional Literacy; *Information Dissemination; Instructional Materials; Models; Pretests Posttests; Program Content; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Refugees; State Programs; Tests
IDENTIFIERS- 310 Project; *Emergency English for Refugees; Pennsylvania

This special demonstration project was undertaken to field test and disseminate a curriculum entitled Emergency English for Refugees (EER). Designed to meet the immediate English language needs of pre- and non-literate adult refugees and immigrants, the EER is a 26-unit competency-based English-as-a-second-language (ESL) curriculum that deals with areas of competency judged necessary for survival in the daily routine of American life. During the project, the EER was field tested on a group of 41 pre- and non-literate Indochinese women of childbearing age. After compiling data from pretests and posttests administered to the women as well as from unit evaluations submitted from the EER instructor, project staff developed a revised version of the EER. Next, efforts were made to disseminate the EER to adult basic education and ESL professionals and paraprofessionals across Pennsylvania. These dissemination efforts included a seminar on the EER curriculum and three statewide six-hour training workshops on the use of the EER. (Appended to this report are the EER curriculum; its 26 units of study; sample pretests, posttests, unit tests, and unit evaluations; and a brochure describing a videotape of the EER training workshop.) (MN)

ED 230 792 CE 036 283

Occupational Titles Including Job Descriptions for Health Occupations Education.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Allied Health Occupations; *Allied Health Occupations Education; *Allied Health Personnel; Dental Assistants; Dental Technicians; Dietitians; Emergency Medical Technicians; Home Health Aides; Indexes; *Job Skills; Medical Assistants; Medical Laboratory Assistants; Medical Record Technicians; Nurses Aides; *Occupational Information; Optometrists; Pharmacists; Psychiatric Aides; Radiologic Technologists; Surgical Technicians
IDENTIFIERS- Mortuary Science

This alphabetical compilation of 80 occupational titles for health occupations education is taken from the Dictionary of Occupational Titles, (DOT), 4th edition, 1977. An index shows the arrangement of the occupational titles (together with instructional program and DOT code) according to the United States Office of Education code numbers. For each occupational title the lead statement (a summary of the job title) and general responsibilities (competencies) are provided. Alternate titles (synonyms) and undefined related titles (specializations or variations of the occupational titles) are also noted. (YLB)

ED 230 869 CG 016 736

Bailey, Bruce E.; Ray, Patricia E.
Student Human Services Volunteer Programs for Rural Communities - A Practical Guide.
Stephen F. Austin State Univ., Nacogdoches, Tex.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; *Experiential Learning; *Field Experience Programs; Higher Education; *Human Services; Paraprofessional Personnel; Program Descriptions; Program Development; *Rural Areas; Social Services; *Student Experience; *Student Volunteers; Volunteer Training
IDENTIFIERS- *Stephan F Austin State University TX

This guide describes the organization, administration, and maintenance of a student volunteer program designed to provide experiential learning to students and paraprofessional staff in rural human service agencies. The need for volunteer paraprofessionals in rural human service agencies, the benefits of a student volunteer program to both students and agencies, and the role and needs of paraprofessional volunteers are discussed in an initial section. Project HELP (Helping Experiential Learning Program), developed at the Stephen F. Austin State University, is described in detail including recruitment of volunteers, funding sources, and academic support. The organization of the program is presented including descriptions of administrative positions and responsibilities, agendas for organizational meetings, publicity suggestions, student recruitment, contracts for both students and agencies, and volunteers' work plans and job descriptions. Topics relating to program maintenance are explored, e.g., goal setting, benefits of the student coordinator's position, and the use of evaluative data. (WAS)

ED 230 885 CG 016 752

Tinsley, Howard E. A.; And Others
The Psychological Benefits of Leisure Activities for the Elderly.
SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Age Differences; *Classification; Gerontology; Hobbies; *Leisure Time; Life Style; *Older Adults; *Participant Satisfaction; *Psychological Patterns; Recreational Activities; Social Life; Well Being

The beneficial role that leisure can play in the lives of older persons is increasingly recognized by gerontologists and leisure service specialists. To study the psychological benefits of 18 commonly chosen leisure activities, 1,649 older adults, aged 55-75, responded to 27 paragraphs measuring the psychological benefits of leisure activities, using the Paragraphs About Leisure-Form E (PAL-E). Results showed significant gender differences for raising plants, dancing, watching television, reading, volunteering services, and belonging to social groups. Age effects were found for playing cards, dancing, watching television, and belonging to social groups. The eight psychological benefits measured included self-expression, companionship, power, compensation, security, service, intellectual aestheticism, and solitude. Data support the conclusions that: the taxonomy of leisure activities proposed by Overs et al. (1977), in the Inventory of Avocational Activity Participation, requires revision to improve its applicability to older persons; and leisure activities may be grouped into meaningful families or clusters on the basis of their psychological benefits. A number of tables are provided to illustrate these results. (JAC)

ED 230 692 CE 036 050

Johnson, Steven D.
Employer Involvement: A Study of Public and Private Sector Linkages to Youth Programs. Occasional Paper #2.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Demonstration Programs; Disadvantaged Youth; *Employer Attitudes; Employer Employee Relationship; Employers; *Employment Programs; Federal Programs; Job Development; Job Skills; Participant Characteristics; Participant Satisfaction; *Participation; Policy Formation; Program Effectiveness; Program Implementation; Public Agencies; Public Policy; Secondary Education; *Work Experience Programs
IDENTIFIERS- Private Enterprise; Youthwork National Policy Study

The data presented in this report provide insight into employer involvement at 29 Exemplary In-School Demonstration Projects. Twenty of these programs actively sought work experiences for their youth participants, and an additional six programs contained work experience components that did not necessitate employer identification/participation. The data were collected by field observers of the Youthwork National Policy Study through informal interviews with program directors and job developers during January and February 1980. Contained within this report are findings and recommendations relevant to five topics: (1) how program personnel initiated contact with employers, (2) incentives/disincentives to employer participation, (3) how employers were involved in the programs, (4) distinctions between public and private sector employment, and (5) what program personnel would do differently if starting their programs over. The findings presented in this report reflect one step in the process of better understanding the role employers play in federally sponsored youth programs. (KC)

ED 230 736 CE 036 144

NFE--Planning and Organizing for Action. Courier No. 27.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Creative Dramatics; *Developing Nations; *Educational Planning; Foreign Countries; Literacy Education; *Nonformal Education; *Program Development; Rural Extension; Workshops
IDENTIFIERS- *Asia; Papua New Guinea; *South Pacific

This issue contains six articles, reports, and essays on planning and organizing nonformal education in the Asian-South Pacific area. A chapter reprinted from "Planning Nonformal Education" discusses the need for planning, past efforts, and five steps in a strategy suggested for planning locally-oriented and target-specific nonformal educational programs and projects in the Philippines. A paper on the history of the evolution of the extension program of the Xavier University College of Agriculture complex follows. How small farmers can organize to increase production is the focus of the next article. Extracts from the "Creative Dramatic/Training Manual" describe the growth and development of creative dramatics for evangelization and conscientization in Mindanao-Sulu, Philippines. The report of the workshop on the planning and implementing of literacy and post-literacy strategies covers methods of working of the workshop and the major issues debated (integration of literacy and post-literacy activities as well as basic services and the situation of literacy and postliteracy in the world). The final essay reviews the book, "The Right to Learn: The Neglect of Non-Formal Education," uses it as a springboard for discussion on the status of nonformal education, and examines probable future trends in Papua New Guinea. (YLB)

ED 230 750 CE 036 185

Bartel, Myrna J.; Fornelli, Linda K.

Kansas Nursing Home Medication Aide Curriculum. Revised.

Kansas State Dept. of Education, Topeka.; Kansas State Dept. of Health and Environment, Topeka.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; Course Content; *Drug Therapy; Guidelines; *Medical Services; *Nurses Aides; *Nursing Homes; Postsecondary Education; Program Implementation; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Kansas; Medication; *Medication Aides

This curriculum guide is designed to aid Kansas instructors in conducting a course for teaching nursing home medication aides. Covered first are various introductory topics such as the role and responsibilities of medication aides, pharmacodynamics, forms in which medication is now available, common medical abbreviations, mathematics and weights and measures, drug standards and names, and resources for drug information. The second part of the guide is devoted to specific types of drugs. Included among these are drugs that specifically affect the cardiovascular, urinary, respiratory, digestive, central nervous, musculoskeletal, and endocrine systems; antibiotics and other anti-infective agents; and drugs affecting the eyes, ears, and skin. Topics addressed in the third part of the guide are: preparing to administer medications, administering medications, and recording medication administrations. Outlined next are guidelines for conducting a practicum for student nursing home medication aides. A brief annotated bibliography concludes the guide. Appended to the guide are outlines for executing various drug administration procedures, a list of common medical abbreviations, a chart listing units of measurement and their abbreviations, and facts about diabetic acidosis and hypoglycemia. (MN)

ED 230 764 CE 036 218

Dunn, James

Machine Shop Lathes.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 83
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, OK 74074 (In-State: $6.50--Teacher, $5.50--Student; Out-of-State: $20.00--Teacher, $17.50--Student).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; *Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Secondary Education; *State Curriculum Guides; Test Items; *Trade and Industrial Education; Transparencies
IDENTIFIERS- Oklahoma

This guide, the second in a series of five machine shop curriculum manuals, was designed for use in machine shop courses in Oklahoma. The purpose of the manual is to equip students with basic knowledge and skills that will enable them to enter the machine trade at the machine-operator level. The curriculum is designed so that it can be used in full-time secondary and postsecondary classes as well as part-time adult classes. The manual includes four instructional units covering the following topics: shapers, introduction to lathes, engine lathe operations, and turret lathe operations. All of the units follow a standardized format that includes performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and assignment sheets as well as job sheets are directly related to the lesson and provide for practice with pencil, paper, and actual hands-on jobs using the machinery of the trade. (KC)

ED 230 822 CE 036 371

Henderson, William Edward, Jr.
Articulated, Peformance-Based Instruction Objectives Guide for Welding. Final Document. Revised.
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
SPONS. AGENCY- South Carolina Appalachian Council of Governments, Greenville.
PUB DATE- 28 Feb 83
CONTRACT- ARC-211-B
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Articulation (Education); Behavioral Objectives; *Blueprints; Competency Based Education; Criterion Referenced Tests; Curriculum Guides; High Schools; Industrial Arts; Mathematics; Measurement; Metal Working; Safety; Secondary Education; *Trade and Industrial Education; *Welding

Developed during a project designed to provide continuous, performance-based vocational training at the secondary and postsecondary levels, this instructional guide is intended to help teachers implement a laterally and vertically articulated secondary level welding program. Introductory materials include descriptions of Welding I and II, descriptions of secondary and postsecondary welding programs, postsecondary course descriptions, some guide organization notes, a discussion of sample tests provided in the guide, and suggested instructional time. In addition to an orientation, nine units are provided on these topics: welding safety, welding math, measuring, oxyacetylene cutting/welding, arc welding, operating gas metal arc welding equipment, gas tungsten arc welding, weld testing, and blueprint reading. Suggested instructional time and task listings begin each unit. For each task in a unit, some or all of the following are provided: performance objectives, performance actions, performance standards, recommended sources, related technical information, and other information the teacher might need. Suggested outcome-referenced tests are included. Appendixes include a sample proficiency report and exemption test, articulation materials, definitions, and test directions. (YLB)

ED 230 706 CE 036 074

Galambos, Eva C.
Technician Manpower in the South: High Tech Industries or High Tech Occupations?
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, NW, Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Demand Occupations; *Educational Needs; *Educational Planning; *Employment Projections; *Engineering Technicians; *Labor Needs; *Labor Supply; Paraprofessional Personnel; Postsecondary Education; Scientific Personnel; Technical Education; Technical Occupations
IDENTIFIERS- *High Technology; United States (South)

Two paths may be followed to project training needs for high technology: concentration on the employment composition of high technology industries or focus on high technology occupations. The pervasiveness of high technology occupations appears to verify the wisdom of considering total industry employment in manpower planning for high technology occupations. While there has been interest in expanding the supply of engineers and computer personnel, less has been said about manpower needs at the technician level. An adequate supply of engineering and science technicians who are trained primarily in postsecondary institutions below the baccalaureate level will be equally important to the revitalization of industry. While the state employment agency projections of the occupational demand for engineering and science technicians in several southern states indicate a balance between supply and demand, these projections may not reflect the dynamic changes taking place. When demand for engineering and science technicians is measured on the basis of more dynamic projections--on the basis of what the demand would be if southern states were to employ the same proportion in their industries as is projected for the nation in 1990--need for expansion of training programs below the baccalaureate level for engineering and science technicians exists. (YLB)

ED 230 778 CE 036 248

Clothing and Textiles Curriculum Guide for Vocational Home Economics Programs (Adults and Out-of-School Youth). Volume III. Bulletin 1700.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Vocational Education; Annotated Bibliographies; Articulation (Education); Behavioral Objectives; *Clothing Instruction; Competence; Competency Based Education; Course Content; Curriculum; Educational Resources; Home Economics Skills; *Learning Activities; *Occupational Home Economics; Occupational Information; Postsecondary Education; Sewing Instruction; *State Curriculum Guides; *Teaching Methods; *Textiles Instruction
IDENTIFIERS- Louisiana

This third volume of a curriculum guide for use in vocational home economics programs in Louisiana is intended for adults and out-of-school youth. Learning activities focus on basic and advanced experiences in clothing and textile subject matter. Topics covered in the unit are the following: social-psychological aspects of clothing, personal appearance, textiles, economic aspects of clothing, clothing care, careers in clothing and textiles, and clothing construction skill development. Each topic is complete with content, student learning activities, and resources. A complete topical outline for all levels is included in the initial pages of each volume of the guide, while topical outlines for each level precede the materials for that specific level. Student competency-based objectives are included for each topic and some suggested student learning activities are given with the content under each topic and subtopic. Teacher and student resources--such as bulletins, pamphlets, audiovisual materials, and state-approved textbooks--are suggested for each topic and subtopic. An appendix to the guide contains a list of supplementary materials with complete reference information and a brief description of the materials, bulletin board ideas, and teaching supplements. (KC)

ED 230 808 CE 036 304

Kitchen Helper. DOT No. 318.687-010. Cafeteria Occupations. Coordinator's Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cleaning; *Cooperative Education; Course Descriptions; *Dining Facilities; Dishwashing; *Food Service; *Housekeepers; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Safety; Sanitation; Teaching Guides; Tests
IDENTIFIERS- *Kitchen Helpers

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the kitchen helper. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; seven information sheets and 11 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) dishroom terms and definitions, (2) safety rules; (3) cleaning fundamentals, (4) preparing dishes for the dishwasher, (5) operation of the dishwasher, (6) cleaning pots and pans, and (7) dishroom maintenance and sanitation. (YLB)

ED 230 837 CG 016 704

For Shelter and Beyond: An Educational Manual for Working with Women Who Are Battered.

Massachusetts Coalition of Battered Women Service Groups, Inc., Boston.

PUB DATE- 81
AVAILABLE FROM- Massachusetts Coalition of Battered Women Service Groups, Inc., 25 West Street, 5th Floor, Boston, MA 02111 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advocacy; *Battered Women; Child Abuse; *Crisis Intervention; Delivery Systems; Human Services; *Instructional Materials; Lesbianism; Racial Bias; *Staff Development; Training Methods; *Volunteer Training

This educational manual was created to fill a gap in training new volunteer and paid staff for battered women's programs, and to place the work of providing support and advocacy in a broader context. Suggestions are given for supporting battered women, including Third World women and lesbians, and for dealing with anxiety and depression. The manual also discusses child abuse and child sexual assault, and gives advice on advocacy techniques for helping women obtain social, welfare, and legal services. Issues of race, class, and sexual preference are discussed, and basic information for dealing with women in emotional crisis, and women alcoholics and drug abusers is presented. The manual gives specific examples and suggestions for handling problems staffers may encounter. An annotated bibliography and a bibliography by chapter are included. (JAC)

ED 230 853 CG 016 720

Giddan, Norman S., Ed.; And Others
Bibliography of Self-Help, Peer Counseling and Paraprofessionals in the Human Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Allied Health Personnel; Career Development; Career Ladders; Counseling; *Human Services; Mental Health Programs; *Paraprofessional Personnel; *Peer Counseling; *Self Help Programs; *Social Services; Social Work; Training
IDENTIFIERS- *Community Psychology

This comprehensive bibliography, designed for those in self-help and paraprofessional practice, is organized around five major topics: (1) Community Mental Health and Community Psychology (100 pages); (2) Counseling Psychology; Counselor and Higher Education (65 pages); (3) Social Work and Social Services (22 pages); (4) New Careers: Career and Manpower Development (48 pages); and (5) Allied Professions and Disciplines (69 pages). The introduction includes a definition of the scope of the major areas, and a discussion of the nature of paraprofessional work, factors which fostered the use of paraprofessionals, and the rationale for self-help and paraprofessionalism; and an overview of the paraprofessional movement. A supplementary listing of 17 smaller, less comprehensive bibliographies on the topic is also included in the introduction. The more than 2,000 citations from books and journals are arranged alphabetically, by author, within each of the five major sections. (AG)

ED 230 679 CE 035 901

McDonald, Bruce A.
VES 496--Professional Internship. Student Manual.
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Course Content; Course Objectives; Field Experience Programs; Higher Education; Instructional Materials; *Internship Programs; Majors (Students); On the Job Training; Performance Contracts; *Professional Education; Student Evaluation; Study Guides; *Vocational Education
IDENTIFIERS- *Southern Illinois University Carbondale

This manual provides information needed by students serving in professional internships as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. Internships consist of real-world experiences in education, training support, and management occupations, such as curriculum developer, evaluator, media developer/operator, researcher, counselor, admissions and records office staff, library staff, training supervisor, on-the-job training monitor/trainer, and manager or supervisor. The first part of the manual explains the requirements of the internship program and how it is conducted. Included are sections on objectives of professional internships, the general process of the internship, the planning process, performance contracting, interning, evaluation, and grading. The second part of the manual consists of four appendixes that provide materials for use in the internship program. Materials include a sample schedule, sample contracts, sample activities log entries, and sample internship performance evaluation entries. Blank versions of these documents are included. (KC)

ED 230 721 CE 036 106

Kightlinger, Pauline F.

Forum: Partnerships in Education and Training for Fundamental/Brush-Up Skills.

Worcester State Coll., Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- 10 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Agency Cooperation; *Basic Skills; Continuing Education; *Cooperative Programs; *Educational Cooperation; Educational Needs; *Inplant Programs; Linking Agents; Needs Assessment; *Refresher Courses; *School Business Relationship; Skill Development
IDENTIFIERS- 310 Project; *Massachusetts

A forum was held at Worcester State College in Worcester, MA (February 10, 1983) to examine the need for more collaboration between educational institutions and business and industry to provide fundamental and brush-up skills training in the workplace. Participating in the forum were representatives from training and human resource management and development in business and industry, outside providers of fundamental and brush-up skills training, and agencies that develop linkages for training among users and providers of such skills training programs. The keynote speaker identified the issues in his opening address, a panel presented various perspectives on the issues, and discussion groups provided an opportunity for participants to share information and resources relating to the issues. Among the major ideas to emerge from the conference were the following: (1) the provision of release time for skills improvement, day care, and continuing education incentives are all strategies that could be used to increase worker participation in skill development programs; (2) research studies should be initiated to determine the dollar savings in productivity, job performance, and career development that result from basic and brush-up skills training; and (3) educators should tailor programs to fit the unique needs of individual companies. (Included in this paper are synopses of the keynote address, the panel discussions, group discussion, and the summation address.) (MN)

ED 230 793 CE 036 285

Johnson, Diane E.

Recognizing Proofreaders' Marks and Using Them in Editing. Audiovisual Package. Instructor's Guide and Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 80

AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Behavioral Objectives; *Business Correspondence; Capitalization (Alphabetic); *Editing; Grammar; Guidelines; Instructional Materials; Learning Activities; Letters (Correspondence); *Office Occupations Education; Postsecondary Education; *Punctuation; *Sentence Structure; *Spelling; Writing Skills

IDENTIFIERS- *Proofreading

Designed for use with 38 full-color slides and a cassette tape presentation, this instructional package consists of an instructor's guide and a student activity packet. The instructor's guide includes general instructions for presenting the instructional unit as well as specific instructions for introducing, implementing, and evaluating student performance on the five activities provided in the student packet. A description of each slide and the narrative script are also included. Presented in the student activity packet are the following: an objective, an introduction, a statement of purpose, a list of materials needed, directions for completing the activities, a student checksheet, a list of common proofreader's marks, a list of typical errors, proofreading tips and techniques, and five activities. Each activity contains a letter or memorandum to be proofread and a resource sheet that explains the proofreader's marks used in the given activity. (MN)

ED 230 870 CG 016 737

Kinard, James D.; Kivett, Vira R.
Mealtime Companionship and Morale in the Rural Elderly.
SPONS. AGENCY- Department of Agriculture, Washington, D.C. Science and Education Administration.; North Carolina Univ., Greensboro. School of Home Economics.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); Health Needs; Morale; Multiple Regression Analysis; *Nutrition; *Older Adults; Physical Health; Rural Population; *Social Isolation; *Social Life; *Well Being

The importance of mealtime companionship and social interaction to improvements of food consumption, nutritional status, and morale in the elderly have been stressed, but the research supporting this concept is minimal. To determine the relationship between mealtime companionship and morale, a representative group of rural adults (N=418) aged 65 years or older completed questionnaires. Possible significant differences in the morale of older adults who usually ate alone versus those who ate with others were analyzed using multiple regression techniques. When marital status, educational level, sex, and self-rated health were controlled, the data showed that mealtime companionship was of no relative importance to the morale of older adults. The data supported the greater importance of physical health to psychological health over social factors such as marital status, educational background, sex, and social contact. This observation suggests that efforts to alleviate problems associated with social isolation among the rural elderly should include viable health components that address the multiplicity of their health needs. (Author/WAS)

ED 230 886 CG 016 753

Riedel, Sharon; And Others
The Response Shift Bias in Self-Report Tests: A Function of an Expectation of Change or a Shift in Internal Scaling?
PUB DATE- May 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Assertiveness; College Students; *Counseling Effectiveness; Evaluation Criteria; Evaluation Methods; *Expectation; Females; Higher Education; *Pretests Posttests; *Response Style (Tests); *Self Evaluation (Individuals)

Self-report, pre/post testing is a frequently employed measure of therapeutic change. To investigate whether expectation of change might be an alternative explanation to the scale shift explanation of response shift bias in a self-report measure, a two-session assertiveness training intervention for college women was evaluated under manipulated conditions of expectancy or no expectancy for change. A no-treatment control group was also included. Comparison of Rathus Assertiveness Inventory pretest and retrospective pretest scores (i.e., reports of pretest status obtained at time of posttest) demonstrated a reliable response shift under the condition of expectancy for change, but not under the no expectancy for change condition. These results support a self-justification rather than scale shift explanation of response shift bias. Use of retrospective pretests to evaluate therapeutic intervention is not indicated. (Author/JAC)

ED 230 693 CE 036 051

Hamilton, Mary Agnes
On Creating Viable Work Experience Programs: Design and Implementation. Occasional Paper #3.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Curriculum Development; *Demonstration Programs; Employment Programs; Federal Programs; Learning Activities; *Program Content; Program Implementation; *Program Improvement; Secondary Education; *Work Experience Programs; Youth Employment
IDENTIFIERS- *Youth Employment and Demonstration Projects Act; Youthwork National Policy Study

As part of research on 48 programs funded through the Youth Employment and Demonstration Projects Act (YEDPA) of 1977, this study addresses two issues behind the creation of viable work experience programs: design and implementation. The purpose of the study is to help those responsible for organizing youth employment programs to identify points in program design and implementation whereby the quality of the educational experience that participants will have can be increased. Five work experience programs provided written materials, observations, and interviews used for case studies in this report. The study consisted of four parts: (1) curriculum design (the set of learning activities); (2) curriculum principles (assessing the design); (3) concepts and behaviors (assessing the content); and (4) context for implementation (the art of the practical). After examination of data from the five projects in these four areas, recommendations were made for improvements in each of these areas. (KC)

ED 230 737 CE 036 145

Leopold, Joan Y.; And Others

Project VOTE. Valuable Opportunities toward Enfranchisement. Special Section 310 Project Final Report. July 1, 1981-June 30, 1982. and Curriculum and Teaching Guide and Flip Chart Teaching Aid.

Harrisburg State Hospital, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 30 Jun 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Adult Education; *Citizenship Education; Course Descriptions; Curriculum Development; Curriculum Guides; Display Aids; Glossaries; *Institutionalized Persons; Learning Activities; Lesson Plans; *Mental Disorders; *Mental Retardation; Pretests Posttests; Psychiatric Hospitals; Residential Institutions; Teaching Guides; Teaching Methods; Voter Registration; *Voting; *Voting Rights

IDENTIFIERS- 310 Project; Pennsylvania; Project VOTE; *Voter Education

A voter education package was developed to aid institutional personnel in educating the residents from state mental health facilities in the methods of registering to vote, developing the necessary skills in the voting process, and the use of the voting machine. The curriculum was taught to 38 residents in the Harrisburg State Hospital who had never voted or registered to vote. It was then modified, printed, and disseminated to all mental health facilities in Pennsylvania. Following the five-page narrative, the curriculum and teacher guide are provided. Contents include a method of instruction, a list of required materials, a teaching plan, an evaluation sheet, four activity sheets, preliminary and post-tests, post-test answer sheets, a glossary, a reference list, a teacher manual for the voting flip chart, and the voting flip chart itself. (YLB)

ED 230 751 CE 036 188

Brown, Dale
Rehabilitating the Learning Disabled Adult.
President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Journal Articles (080)
DESCRIPTIONS- Adult Counseling; *Adult Programs; Adults; Case Studies; *Counseling Techniques; Definitions; *Educational Needs; *Educational Strategies; Guidelines; Individual Characteristics; Individual Needs; *Learning Disabilities; Needs Assessment; On the Job Training; Postsecondary Education; Psychological Needs; *Vocational Rehabilitation

Research points to numerous examples of the successes that occur when learning disabled adults are rehabilitated. For example, a study of learning disabled adults who were clients of the Arizona Division of Vocational Rehabilitation between 1975 and 1981 revealed that 64 percent of the clients had found work and remained working for two months or more. Included among the many difficulties that learning disabled adults face on the job are the following: deficient academic skills, problems learning a sequence of tasks, problems in managing time and in being on time, inefficiency and errors, clumsiness, and social skills problems. Learning disabled adults can overcome these problems. Many of them, however, need help, and many strategies are available to the vocational rehabilitation counselor for use in helping learning disabled adults. Sometimes knowing about the disability helps the rehabilitation counselor guide clients toward a job in their area of strength. Sometimes a job can be found in which the client does so well that the employer makes accommodations in order to keep a high producer on the job. Other strategies that are useful in rehabilitating learning disabled adults include vocational evaluation, remediation of specific disabilities, social skills instruction, and psychotherapy. (A glossary of types of learning disabilities and a brief bibliography conclude the pamphlet.) (MN)

ED 230 765 CE 036 221

Cooperative Marketing and Distributive Education I and II (Junior and Senior High School Students). Vocational Education Teacher-Coordinators Curriculum Guide. Bulletin 1702.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Career Education; Competence; Competency Based Education; *Cooperative Education; *Distributive Education; Entrepreneurship; Human Relations; Learning Activities; Lesson Plans; *Marketing; Occupational Information; *Salesmanship; Secondary Education; *State Curriculum Guides

IDENTIFIERS- Distributive Education Clubs of America; Louisiana

Developed by experienced vocational teacher-coordinators and teacher-educators, this guide is intended to be used as a resource by cooperative distributive education and marketing teachers in Louisiana junior and senior high schools. The guide contains suggested curriculum for both beginning and advanced courses. Course I consists of 19 units in four areas: introduction, marketing, sales promotion, and optional units (such as careers in marketing, credit and collections, income tax, and telephone techniques). Course II consists of 14 units in these areas: introduction to marketing and Distributive Education Clubs of America (DECA), marketing research, entrepreneurship, human relations, and special advanced units (such as advanced selling, fashion merchandising, and laws of contracts). Each unit consists of an introduction, goal, performance objectives, suggested activities, an instructional materials list, and where applicable, references. Laid out in a two-column format, teachers' notes are correlated to those sections of the units to which they are pertinent. (KC)

ED 230 809 CE 036 305

Salad Maker. DOT No. 317.384-010. Cafeteria Occupations. Coordinator's Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooking Instruction; *Cooks; *Cooperative Education; Course Descriptions; *Dining Facilities; Equipment; *Food Service; Individualized Instruction; Learning Activities; Lesson Plans; *Occupational Home Economics; Occupational Information; Pacing; Teaching Guides; Tests
IDENTIFIERS- *Salad Makers

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the salad maker. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; nine information sheets and 21 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) salad maker terms and definitions, (2) recipes and how to follow them, (3) small equipment, (4) types of salads, (5) salad ingredients and preparation, (6) salad dressing, (7) garnishes, (8) salad bar, and (9) cold sandwiches. (YLB)

ED 230 838   CG 016 705

Holland, John L.
Some Implications of Career Theory for Adult Development and Aging.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Development; Adults; *Aging (Individuals); Career Change; *Career Development; Counseling Theories; Literature Reviews; *Occupational Aspiration; Personality Theories; Predictor Variables; State of the Art Reviews; *Vocational Interests; Work Experience
IDENTIFIERS- *Continuity

Structural-interactive vocational theory shows that both aspirational and work histories have continuity over the life span and provide useful explanations of stability and change. This paper suggests some implications of structural-interactive theory for the study of adult development. Common principles of structural-interactive theories are outlined, and the importance of career data in daily life and research is discussed. The relationship of career continuity to personality is explored, and stability and change are discussed in terms of interactive career theories. Research is reviewed to support assumptions of interactive career theory as well as personality and learning theory. Implications of vocational theory for the study of adult development and for providing mental health and vocational services to both younger and older adults are highlighted. (JAC)

ED 230 680 CE 035 902

McDonald, Bruce A.

VES 496--Professional Internship. Supervisor's Guide.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Course Content; Course Objectives; Field Experience Programs; *Guidelines; Higher Education; Instructional Materials; *Internship Programs; Majors (Students); On the Job Training; Performance Contracts; *Professional Education; Student Evaluation; Study Guides; *Vocational Education
IDENTIFIERS- *Southern Illinois University Carbondale

This manual provides information needed by persons supervising students serving in professional internships as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. Internships consist of real-world experiences in education, training support, and management occupations, such as curriculum developer, evaluator, media developer/operator, researcher, counselor, admissions and records office staff, library staff, training supervisor, on-the-job training monitor/trainer, and manager or supervisor. In a reproduction of the material contained in the student manual for the course, the first part of the manual explains the requirements of the internship program and how it is conducted. Included are sections on objectives of professional internships, the general process of the internship, the planning process, performance contracting, interning, evaluation, and grading. The second part of the manual consists of four appendixes that provide materials for use in the internship program. Materials include a sample schedule, sample contracts, sample activities log entries, and sample internship performance evaluation entries. Blank evaluation forms are provided. (KC)

ED 230 707 CE 036 075

Brower, Michael
Starting Labor-Management Quality of Work Life Programs.
Labor-Management Services Administration (DOL), Washington, D. C.
PUB DATE- Sep 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D(20402 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cooperation; Employer Employee Relationship; *Labor Relations; Productivity; Program Design; *Program Development; *Program Implementation; *Quality of Life; *Unions
IDENTIFIERS- *Quality of Working Life

This report summarizes the experiences of the Massachusetts Quality of Working Life Center in assisting the attempted and actual start-up of a number of quality of work life (QWL) programs in 1976 and 1977 and in providing ongoing assistance. Lessons learned by the three sites the center launched, other sites, as well as those sites that chose not to develop programs are reported. A definition of QWL is provided first. These requirements of a QWL program as learned from the sites' experiences are then discussed: a systems viewpoint; commitment and personal involvement of the top manager and the top union leader; acceptance by the management of the legitimacy of the union; joint union-management ownership; commitment of union and management to human goals and benefits, and organizational effectiveness; realistic expectations; an organizational diagnosis; strategic planning; some structure to make participation work; involvement of middle managers and first-line supervisors; formal training for participants; evaluation; need to be prepared for a union pullout; third party neutral professional consultants; program owned by the inside people; interrelatedness of collective bargaining and QWL; and problems of programs in municipal government. (YLB)

ED 230 779 CE 036 256

Scanlon, James A.
Development of a Set of Curriculum Materials for the Implementation of an Instructional Strategy for Teaching Basic Mechanical Skills in Exploratory Vocational Agriculture Classes. Final Report.
Arkansas Univ., Fayetteville. Dept. of Vocational Education.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agricultural Education; *Agricultural Occupations; Behavioral Objectives; *Career Exploration; Classroom Techniques; Curriculum Development; Curriculum Guides; Educational Strategies; Field Tests; Instructional Design; Instructional Materials; Material Development; *Mechanical Skills; Models; Secondary Education; State Programs; Statewide Planning; Teacher Workshops; Teaching Methods; *Vocational Education
IDENTIFIERS- Arkansas; *Exploratory Agriculture; Mid America Vocational Curriculum Consortium

A project was conducted to develop a set of curriculum materials for use in implementing an instructional strategy to teach mechanical skills in secondary level exploratory vocational agricultural programs in Arkansas. The specifics of the project were to field test and refine an empirical method for developing and implementing an instructional strategy and to develop related curriculum materials for use in implementing the resultant instructional system. During the project, three teacher workshops were held in order to identify the basic agricultural mechanics skill areas to be addressed, to explain the format for instructional materials that was developed and is utilized by the Mid-America Vocational Curriculum Consortium, to develop instructional materials in the 14 skill areas identified, and to revise and field test the materials. Based on information obtained from a follow-up evaluation document that was mailed out to the 21 participating teachers, a revised draft of the curriculum guide was developed. The project-developed curriculum materials were distributed to all vocational agricultural instructors in Arkansas during the spring of 1983 and were placed into use immediately. (MN)

ED 230 794 CE 036 288

Zukowski, James J.

Alphabetical Indexing for Names of Individuals and Businesses. Audiovisual Package. Instructor's Guide and Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Alphabetizing Skills; *Audiovisual Aids; *Business Skills; *Filing; Learning Activities; *Office Occupations Education; Postsecondary Education; Scripts

Designed for use as a supplemental or primary teaching aid in a postsecondary office occupations class, this module on indexing personal, business, and other names consists of an instructor's guide and a student activity packet. The instructor's guide provides general instructions for using a slide/tape presentation by an individual or in a group setting. It also provides specific instructions that include an introduction to the presentation, time and facilities, suggested class discussion, suggested student activities, suggested evaluation criteria, answer keys to the student activities, the script (description of each slide and its narration), and a list of references. The student activity packet consists of a section on information the student must know in order to complete the activities (purpose, materials, directions), a student checklist to be used during the viewing of the slide/tape presentation for note taking, and seven activity sheets to be completed in order to master the competencies on which the module is based. (YLB)

ED 230 823 CE 036 372

Henderson, William Edward, Jr.
Articulated, Performance-Based Instruction Objective Guide for Food Service/Food Service Management.
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

SPONS. AGENCY- South Carolina Appalachian Council of Governments, Greenville.
PUB DATE- May 83
CONTRACT- ARC-211-B
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Articulation (Education); Behavioral Objectives; Career Education; Competency Based Education; *Cooking Instruction; Cooks; Criterion Referenced Tests; Curriculum Guides; *Food Service; High Schools; *Managerial Occupations; Nutrition; Nutrition Instruction; *Occupational Home Economics; Occupational Information; Secondary Education

Developed during a project designed to provide continuous, performance-based vocational training at the secondary and postsecondary levels, this instructional guide is intended to help teachers implement a laterally and vertically articulated secondary level food service and food service management program. Introductory materials include descriptions of Food Service I and II, a discussion of potential career opportunities, descriptions of secondary and postsecondary food service and food service management programs, postsecondary course descriptions, a discussion of sample tests provided in the guide, and suggested instructional time. Twenty-eight units are provided for Food Service I (10 units) and II (18 units). Topics include safety; sanitation; terminology; standardized recipes; equipment; utensils; job duties; menu planning; planning, organizing, and scheduling; serving of foods; seasoning and condiments; food preparation; nutrition; ordering, receiving, and inventorying; cost control and recordkeeping; preparing for work; and career opportunity. Suggested instructional time and task listings begin each unit. For each task in a unit, some or all of the following are provided: performance objectives, performance actions, performance standards, recommended sources, related technical information, and other information the teacher might need. A sample proficiency report and exemption test are appended along with a set of appendices which are relatively standard for the items in this sereis and a set of outcome-referenced tests. (YLB)

ED 230 854 CG 016 721

Dai, Sheila; Papalia, Anthony S.
Counseling Perspectives on Sexual Harassment in Industry.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Affirmative Action; Change Agents; Civil Rights Legislation; *Counseling Objectives; Counseling Techniques; *Counselor Role; Employed Women; Equal Opportunities (Jobs); *Industrial Personnel; Literature Reviews; *Sex Discrimination; *Sexual Harassment

This report focuses on the problem of sexual harassment in industry. Prior research documenting such harassment is cited, and the ability of the counseling profession to address the issue is discussed. Results of the authors' survey of salaried women (N=85) from a large industrial firm are reported; the demographic data and information on sexual harassment indicate that 46% of the women surveyed experienced sexual harassment while working. Results of a survey conducted by the Women's Issues Advisory Committee which confirm these findings are also reported. The need for change in the workplace, based on such data, is discussed. The legal response to sexual harassment is outlined, including the guidelines of the Equal Employment Opportunity Commission (EEOC). Issues which have yet to be clarified by the courts are explored, including the right to sue because of sexual coercion, and the rights and circumstances involved in filing a Title VII claim. The varying roles of counselors in industry are highlighted including those of change agent, educator, and mediator. The need for counselor accountability in order to document the cost benefits of counseling services is discussed and illustrated with anecdotal material. (AG)

ED 230 871 CG 016 738

Hurtado, Juan; And Others
Counseling and Culture.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 79
AVAILABLE FROM- Lau Center, 5544 Hardy Avenue, San Diego, CA 92182.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Academic Achievement; Counseling Services; *Counseling Techniques; Counselor Characteristics; Counselor Role; *Cultural Differences; *English (Second Language); Limited English Speaking; Minority Groups; Non English Speaking; *School Counseling
IDENTIFIERS- National Origin Desegregation Assistance Centers

This booklet, developed for school counselors, explores basic considerations for effective counseling of Lau students, defined as those from distinct language and cultural backgrounds, whose home language is other than English and who are not performing conceptually and linguistically at a level equal to district standards. Following a brief introduction, the first section lists counseling-situation factors affected by culture, and discusses counselor roles in relation to Lau students and educational institutions. The second section discusses obstacles and prerequisites to the academic and psychological growth of Lau students, and suggests specific counseling approaches. The third section lists and describes essential goals for an effective counseling program, as well as methods for meeting these goals. The fourth section lists essential skills and characteristics for counselors, and essential Lau program characteristics. The fifth section discusses the use of standardized tests with Lau students. The sixth section makes recommendations concerning affective issues, i.e., respect, recognition, self-esteem, and self-actualization. The seventh section discusses factors which may impede the maximum growth and learning of Lau students. The booklet includes a bibliography. (WAS)

ED 230 887 CG 016 754

Tramill, James L.; Kleinhammer, P. Jeannie
The Effects of Non-Contingent Reinforcement on Children.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; *Children; Cognitive Processes; *Contingency Management; Elementary Secondary Education; *Helplessness; Individual Power; *Locus of Control; Motivation Techniques; Performance Factors; *Reinforcement; *Rewards; Student Motivation

Typical learned helplessness research has involved the presentation of non-contingent, aversive events followed by measures of performance on subsequent tasks; recent investigations have focused on the effect of non-contingent rewards. To examine the effects of non-contingent rewards on children, two studies were conducted, in which children were exposed to two series of tasks. For the first task, 24 children, aged 10 to 14, were randomly assigned to 3 reward schedules including contingent reward for correct performance; 100% reward; and random (50%) reward regardless of performance. A fourth group of control subjects were not exposed to the first series of tasks. For the second series of tasks, all children (N=60) received a contingent reward. Response latency and errors on coding tasks served as the dependent measures. In both investigations, significantly greater response latencies were found for children receiving 50% and 100% reward than for those receiving contingent reward or for controls. No statistically reliable differences were found in errors. The findings suggest that current educational practices should be examined to determine whether learned helplessness states are inadvertently produced by instructional or placement procedures in field settings. (JAC)

ED 230 722 CE 036 107

Davis, Scott; and Others
Training Package in Measurement for Machinists.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DE[illegible]IONS- Behavioral Objectives; *Industrial Arts; Instructional Materials; Learning Activities; *Machinists; *Measurement; *Measurement Equipment; *Measurement Techniques; Pretests Posttests; Secondary Education; *Trade and Industrial Education

This training package consists of materials for use in training industrial arts students in the proper use and care of basic precision measuring instruments used in the machine trades. Outlined first are the basic objectives of the training program. The second part of the package includes task analyses for each of the measuring instruments. Two tests for use in assessing students' pre-training and post-training knowledge and skills are also included. The remainder of the package consists of a series of instructional handouts and transparencies that have been developed to assist instructors' presentations and demonstrations. (MN)

ED 230 839 CG 016 706

Kramer, Nanette A.
Problem Differences across Age Levels in a Geriatric Population.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Gerontology; Needs Assessment; *Older Adults; Patients; *Physical Health; *Problems; *Psychological Patterns; Social Cognition; Socioeconomic Status

While there is growing awareness of the special needs and problems of older adults, little research has focused on differentiating groups within the older population. To determine whether different types of problems are more likely at specific ages within a range typically served at geriatric facilities, geriatric clinic patients in three age groups, 60-69, 70-79, 80-89, were evaluated Information about patients' medical, socioeconomic (SES) and psychological problems, as perceived by staff and patients, was compared. Overall, for both patients and staff, physical problems were perceived most frequently, psychological problems next most frequently, and socioeconomic problems least frequently. Frequency of perceived physical problems did not vary significantly among patients in their 60's, 70's, or 80's. Frequencies of psychological problems were perceived less often by patients than by staff, regardless of patient age. Patients in their 80's reported psychological problems less often than younger patients. Both patients and staff perceived fewer SES problems among patients in their 80's than among those in their 60's and 70's. Exploring the degree to which these problems interfere with patients' functioning is merited. (Author/JAC)

ED 231 088 EA 015 781

Brookover, W. B.
Effective Secondary Schools.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-80-0106
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Behavioral Objectives; Classroom Environment; Educational Assessment; *Educational Research; Elementary Secondary Education; Expectation; *Outcomes of Education; *School Effectiveness; Social Structure; *Systems Approach; Teacher Attitudes; Urban Schools

Effective schools are those that successfully impart basic computation and communication skills plus some knowledge of the sciences, social sciences, and humanities. School effectiveness should be measured by looking at the total learning environment and outcomes for all students. This environment consists of three identifiable aspects--ideology, social structure, and instructional practices--that cannot be assessed independently, but only as an interdependent system. Previous research suggests that, while much of the difference in achievement outcomes among urban schools can be explained by the student body's social status and/or racial composition, differing characteristics of the schools themselves greatly contribute to these differences. Ideologically, the more a school expects from students generally, the more effective it will tend to be for all students. In terms of social structure, evidence suggests that the greater the differences in social status, and consequently in expectations, within the student body, the less effective the schools will be for the full range of students. Effective instructional practices seem to be those in which correct and clearly defined patterns of behavior are consistently reinforced. Although literature on effective schools is extensive, more research is needed to give tested, valid information about methods of improving school learning environments. (JBM)

ED 231 103 EC 151 978

Alpert, Cathy L.
Procedures for Selecting a Nonspeech Communication Mode and Facilitating Its Use through Incidental Training.
Kansas Univ., Lawrence. Early Childhood Inst.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Autism; Individual Needs; *Intervention; *Language Handicaps; Parent Role; Student Evaluation; *Training Methods

Factors in selecting a nonvocal mode for language training with individual children are described, along with the results of this selection procedure as applied to five autistic children (5 to 8 yeas old). Attention is also directed to the rationale for, and the specific steps involved in, four techniques that parents can be trained to use to facilitate their child's learning and functional use of the nonspeech training mode. It is noted that in deciding which mode to use in training, the clinician should consider a child's functional communication channel and the characteristics of nonspeech modes. In addition to choosing a nonspeech mode, the use of the nonvocal mode with five autistic children required the training of language responses with one mode and assessing the children's learning of the mode, and training and assessing different language responses with the other mode. Training experiences with each of the four children are described, along with issues concerning long term training of the prescribed nonspeech mode. Illustrations are presented of how four techniques may be incidentally used to train speech (i.e., the Model Procedure, the Mand-Model Procedure, the Delay Procedure, and the Incidental Teaching Procedure). Appended materials include a list of 19 references, a description of experimental conditions, and a flowchart of a sample traning procedure. (SEW)

Grosenick, Judith; And Others
Excerpts From: Disciplinary Exclusion of Seriously Emotionally Disturbed Children from Public Schools: Monograph 7. Monograph Series in Behavior Disorders.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0726
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Behavior Disorders; Compliance (Legal); *Court Litigation; Disabilities; *Discipline Policy; Due Process; *Emotional Disturbances; Federal Legislation; *Public Education; Student Behavior
IDENTIFIERS- Education of the Handicapped Act 1970; Office of Civil Rights Guidelines; *Public Law 94 142; *Rehabilitation Act 1973 (Section 502)

Issues surrounding disciplinary exclusion of seriously emotionally disturbed children from public schools are addressed, along with applicable federal legislation, court cases, and Office of Civil Rights (OCR) opinions. Exclusion is defined as the removal from, or the prohibition of, participating in the public school program in part or entirety, including suspension and explusion. Two overlapping pieces of federal legislation and their regulations are reviewed: Education of the Handicapped Act, as amended by P.L. 94-142, and Section 504 of P.L. 93-112, the Rehabilitation Act of 1973. The following issues are examined: (1) What is the relationship of a child's behavior to his/her identification as being handicapped, particularly for the seriously emotionally disturbed? (2) Are there limits to a school's responsibility to provide a free appropriate public education to a handicapped child? (3) How should disciplinary matters related to handicapped children be decided? (4) What procedural safeguards are required if a school elects exclusion as an alternative? Court cases and OCR opinions are discussed that pertain to the concepts of the least restrictive environment for the child, the right to a free appropriate public education (FAPE), and due process. Based on directions suggested by the courts and OCR for school districts, it is concluded that any permanent exclusion of a handicapped student probably violates the FAPE requirement. Ten annotations of court cases are appended. (SEW)

ED 231 146 EC 152 523

Horn, Carin E.; Scott, Brian L.
Micro-Based Speech Recognition: Instructional Innovation for Handicapped Learners.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accessibility (for Disabled); *Articulation Impairments; *Computer Assisted Instruction; *Input Output Devices; Man Machine Systems; *Microcomputers; *Physical Disabilities; Pronunciation; *Speech
IDENTIFIERS- *Voice Based Learning System

A new voice based learning system (VBLS), which allows the handicapped user to interact with a microcomputer by voice commands, is described. Speech or voice recognition is the computerized process of identifying a spoken word or phrase, including those resulting from speech impediments. This new technology is helpful to the severely physically handicapped individual who cannot use a keyboard. The VBLS makes many previously inaccessible electronic instructional aids available to physically disabled learners, and involves them in their own educational/vocational progress. The VBLS system's software is written in assembly code and BASIC. During the study or learning component of the system, the student user says a lesson vocabulary word/phrase, reads the related question, and vocally answers the question aloud into the system's microphone by saying the prompted correct response. Master templates are adapted to each user's unique speech patterns as part of the instructional design logic. The VBLS system can be adapted to varying skill levels: physical, cognitive, and communicative. Additionally, a word drill study option provides the student with real time pronunciation feedback. Finally, there are over 40 options available so that a lesson can easily be adapted to focus on the student user's ability and learning sequence preferences. Information is presented on: the logic of a speech recognition system, and configuration of an environmental control system, the algorithm for word verification, the instrumentation and cost, and general principles of how the system works. (SEW)

ED 231 161 EC 152 606

Nemeth, Cheryl; Del Rogers, James
Consumer Education for Disabled Persons.
San Diego County Dept. of Education, Calif.
SPONS. AGENCY- Office of Consumer's Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 564AH0071
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Accessibility (for Disabled); Adolescents; Adults; *Consumer Education; Housing; *Individual Activities; Leisure Time; Normalization (Handicapped); *Physical Disabilities; Purchasing; Recreational Activities; Resource Materials; Social Services; Transportation; Young Adults
IDENTIFIERS- *California (San Diego)

The curriculum provides consumer information on five topics to increase independence and effectiveness of physically disabled (PD) persons in the marketplace. Noted is development of the curriculum as part of a 3 stage county educational program in San Diego, California, including incorporation of findings from a needs assessment survey of PD and able bodied individuals. Each chapter focuses on one of the five topics. All chapters usually consist of a short introduction, results of the needs assessment survey, consumer information, suggested activities to increase experience, and recommended resources for further information. Following are topics and examples of chapter content (in parentheses): housing (information on procedures for finding and modifying a home); transportation (information on city buses, door to door transit service, taxicabs, and airline travel); purchasing goods and services (information on purchasing and servicing an adapted vehicle); leisure and entertainment (information on attending plays, films, movies, and concerts); and social service agencies and organizations (information on seven community and four government agencies). (MC)

ED 231 179 EC 160 097

Implementation of Public Law 94-142: The Education for All Handicapped Children Act. Fifth Annual Report to Congress.
Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compliance (Legal); *Disabilities; *Educational Trends; *Federal Legislation; *Federal State Relationship; *Government Role; Handicap Identification; Incidence; Mainstreaming; Program Costs; Special Education; Student Evaluation
IDENTIFIERS- *Education For All Handicapped Children Act

The report examines progress for school years 1980-81 and 1981-82 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Following an executive summary, an analysis of three major aspects of the law's implementation is detailed. A section on progress toward a free appropriate public education cites data on the number of children served, personnel, the least restrictive environment requirement, and finance. Among conclusions are the continuing rise in the number of personnel responsible for serving handicapped children, consistency in the percentage of handicapped children served in regular schools (92%), and an average cost per handicapped child of 2.17 times that of the nonhandicapped child. The next section, on efforts to prevent erroneous classification, reports on the National Survey of Referral, Assessment, and Placement Practices and on activities of Special Education Programs (SEP). Among findings of the survey was referral rates for minority students roughly proportionate to their incidence at the elementary level but at a rate higher than their incidence at the secondary level. Other SEP activities to prevent erroneous classification included policy clarification, technical assistance, and support for personnel training. The final section covers SEP's administration of the Act and includes discussions of monitoring, complaint management, technical assistance to the states, and discretional programs. Monitoring activities continue to focus on strengthening state capacity to monitor local education agencies and public and private agencies. Complaints concerning implementation of the Act were handled by the Office of Civil Rights. Other emphases included shifting of technical assistance efforts from helping states implement procedural aspects of the Act to aid in improving the quality of special education programs. Discretional grant/contract programs administered by SEP focused on such areas as personnel preparation, education for the severely handicapped, and technology. Extensive appendixes include child count tables, personnel tables, least restrictive environment tables, and a financial table. (DB)

ED 231 194   FL 013 738

English Teaching Profile: Senegal.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Second Language Instruction; Teacher Education

IDENTIFIERS- *Senegal

This profile of the English language teaching situation in Senegal examines the role of English in society and in the educational system. It is noted that English is the principal foreign language studied, but that it is used very little as a means of communication. The English curriculum is described, especially the secondary school examinations, school syllabus and textbook choice, university studies, English for special purposes, English for adults, and English by radio. Preservice and inservice teacher training is described in detail. Also discussed are (1) the considerable materials development and support from the "Centre de Linguistique Appliquee de Dakar," (2) the two ministries that share responsibility for educational administration, (3) English outside the educational system, (4) the extent of British and American support, (5) commercial opportunities, (6) creative writing, and (7) current research opportunities. A concluding statement indicates that the strengths of the English teaching program can be seen in a minority of pupils and that the direction of progress lies in expanding this minority. A bibliography, a statement regarding future propects, and a glossary of acronyms used in the profile are included. (AMH)

ED 231 209 FL 013 761

Duda, Richard
Actes illocutoires et discours de la presse ecrite (Illocutionary Acts and the Press).
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
PUB DATE- 82
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Journalism; Language Research; *Linguistic Theory; *Newspapers; *Sociolinguistics; *Speech Acts; *Speech Communication

This study investigates the applicability of the speech act theory to written discourse, specifically that of the press. A survey of Searle's taxonomy leads to the suggestion that the constituent statements of most newspaper articles belong to the class of illocutionary acts he calls "representatives." In consideration of the basic characteristic of representatives, that is, the acceptability or nonacceptability of their truth-value, the report describes the effect of epistemic modulation on the reader, the use of credibility-inducing tactics by the writer, and the implications of the use of explanation as distinct from clarification as a means for anticipating the reader's reaction. Finally, a distinction is drawn between text-centered illocution and reader-oriented illocution. It is concluded that textual interpretation will depend partly on the reader's ability to perceive these two types of illocution correctly. (Author/AMH)

ED 231 224 FL 013 783

Rosengren, Frank H.; And Others
Internationalizing Your School: A Handbook and Resource Guide for Teachers, Administrators, Parents and School Board Members.
National Council on Foreign Language and International Studies, New York, NY.
REPORT NO.- ISBN-0-89192-356-X
PUB DATE- 83
AVAILABLE FROM- National Council on Foreign Language and International Studies, 605 Third Ave., 17th floor, New York, NY 10158 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Demonstration Programs; Elementary School Curriculum; Elementary Secondary Education; *Global Approach; *International Studies; Multilingual Materials; *Resource Materials; Secondary School Curriculum; *Second Language Instruction

During the past 10 years, an abundance of evidence has been published about the need in the United States for knowledge of other nations and peoples and about the low levels of American international understanding. This evidence supports placing greater emphasis on international studies and foreign languages in the elementary and secondary grades. This handbook provides some of the rationale for developing international education and foreign language programs, statements to support the task, answers to key questions, a sample of model programs, consideration of problems, and some of the important resources available. It also gives suggestions for specific plans of action. The model programs outlined are for K-2, K through elementary, middle schools, and secondary schools, as well as three specialized programs and projects. Resources on foreign languages and on international education cover organizations, publications, audiovisual resources, directories and guides, resource centers, and a guide to overseas work and international studies programs for both students and teachers. (AMH)

ED 231 239 FL 013 802

Burt, Andy; And Others
Immersion francaise precoce: Mathematique 1-7 (Early French Immersion: Mathematics 1-7).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; Elementary Education; *Elementary School Mathematics; *French; *Immersion Programs; Instructional Materials; Learning Activities; *Mathematics Instruction; Metric System; Testing
IDENTIFIERS- *British Columbia

This mathematics curriculum guide is intended for use in grades 1-7 in the early French immersion program. After an initial listing of textbooks in French for teachers and students, it presents: (1) a general overview of the theory of modern mathematics and a suggested sequence of activities; (2) some notes on the application of the theory and a suggested sequence for presentation of the metric system; (3) general and more specific objectives of the mathematics program and notes on student evaluation; (4) a brief note on mathematics in kindergarten; (5) learning activities, additional references and resources, lists of basic supplementary materials, and a list of additional supplementary materials and play materials for grades 1-3; (6) learning activities for the middle grades along with a list of references and supplementary materials; (7) learning objectives and course content for grade 7; and (8) a list of supplementary and play materials for grades 4-7. The appendix provides addresses for the publishers of materials used in the guide. (AMH)

ED 231 254 HE 015 964

Field, William E., Jr., Ed.

Measuring Outcomes of Nursing Practice, Education, and Administration. Proceedings of the Annual SCCEN Research Conference (1st, Austin, Texas, December 4-5, 1981).

Southern Council on Collegiate Education for Nursing, Atlanta, GA.; Texas Univ., Austin. School of Nursing.

PUB DATE- 82
AVAILABLE FROM- Southern Council on Collegiate Education for Nursing, 1340 Spring St. NW, Atlanta, GA 30309 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *College Faculty; *College Programs; *College Students; Higher Education; Medical Services; *Nursing; *Nursing Education; Patients; *Research; Teacher Attitudes

Thirty-five papers on the measurement of outcomes of nursing practice, education, and administration are presented from the 1981 research conference of the Southern Council on Collegiate Education for Nursing. Papers and authors include the following: "Why Nursing Research?" (Hildegard E. Peplau); "Job Satisfaction in Nurse Faculty: Test of a Revised Theory of Work Motivation" (Shirley J. Carey); "Level of Nursing Education and Perceptions of Nursing Performance" (Kathryn Suggs Chance); "Predictors of Success in Nursing School and on State Board Examinations in a Predominantly Black Baccalaureate Nursing Program" (Mary Swope Dell, Gerald Halpin); "Automation and Social Alignment in Hospital Nursing Units" (Beverly Henry); "Coping Strategies of Neonatal Intensive Care Unit Nurses" (Sharol F. Jacobson); "Staff Nurse Attitudes Toward Chronic Pain Patients" (Paula Myers Jamison); "A Comparison of Role Conceptions Among Nursing Students and Faculty from Associate Degree, Baccalaureate Degree, and Diploma Nursing Programs and Head Nurses" (Barbara A. Peita); "The Faculty Work Plan and Appraisal: Its Potential for Faculty Role Development" (Luz S. Porter); and "Screening for Abuse and Neglect in a Neighborhood Health Clinic" (Sharon Separs, Aileen Edgington). (SW)

ED 231 269 HE 016 255

Smith, Virginia Carter, Ed.; Alberger, Patricia LaSalle, Ed.
Involving Volunteers in Your Advancement Programs. The Best of "CASE Currents."
Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-210-1
PUB DATE- 83
AVAILABLE FROM- Publications Order Department, Council for Advancement and Support of Education, Box 98, Alexandria, VA 22314 ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Alumni; Career Counseling; *Fund Raising; Higher Education; *Institutional Advancement; Lobbying; Marketing; Publicity; *Public Relations; School Community Relationship; *Student Recruitment; Trustees; *Volunteers

A compilation of the best articles from "CASE Currents" on involving volunteers in institutional advancement programs is presented. Overall topics include: management of volunteers, working with trustees (volunteers at the top), benefits of participation for volunteers, and involving volunteers in fund raising, public relations, student recruitment, government relations, and career assistance for students and alumni. Among the 50 articles are the following: "Four Big Steps--Identify, Recruit, Train, and Assist" (C. Bruce Rossiter); "What To Do Before the Volunteers Arrive" (Nancy L. Davis); "Senior Partners: How to Set Up a Senior Alumni Program" (William Gleberzon); "Using Trustee Talents in Fund Raising" (Gary A. Evans); "Working with Alumni Boards" (Douglas M. Wilson); "Involved People Increase Annual Giving Efforts" (Leonard A. Meyer); "Volunteer Fund Raisers: Big Help for Small Staff" (William J. Murphy); "Alumni Boost Media Coverage" (Helen M. Eccles); "Training Alumnae to Attract Students" (Kay Chaney Harris); "Independent College Alumni Can Influence Public Policy" (Robert M. Hyde); "My Friends: Assembling a State Relations Team" (David T. Shufflebarger); "What Students Want: Help Finding Jobs" (Ray Burington); "Getting into Externships" (Adelaide M. Zagoren). (SW)

ED 231 284 HE 016 270

Carnahan, Robert E.; Cancro, John Patrick
Authoritarianism and the Blue-Collar Student.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Authoritarianism; *Blue Collar Occupations; *Cultural Differences; *Family Characteristics; Higher Education; *Personality Traits; Religious Differences; Sex Differences; *Student Attitudes; Two Year Colleges; Working Class
IDENTIFIERS- *Pennsylvania State University

The relationship between students' family background (blue-collar versus nonblue-collar) and authoritarianism, as measured by the California F-Scale, was studied. In addition, strategies that might be used to assist faculty in teaching students with authoritarian tendencies are suggested. The sample consisted of 222 students attending a two-year branch campus of the Pennsylvania State University. It was found that students from blue-collar backgrounds scored significantly higher on authoritarianism, which includes the variables of submission, aggression, anti-intraception, power and toughness, and projection. Parental occupational difference was the key socioeconomic variable for predicting significant differences between authoritarian scores. Authoritarianism was higher for blue-collar, male, Catholic, two-year students as compared to non-blue-collar, female, Protestant, Jewish, and four-year students. It is suggested that in order to effectively teach these students, the faculty member should be aware of the personality and cultural reality of the students, especially as it compares to their own cultural reality and personality. (SW)

ED 231 299 HE 016 353

Smith, William French
Address of the Attorney General of the United States, at the University of Southern California Law Center Graduation Ceremony (Los Angeles, California, May 12, 1983).
Department of Justice, Washington, D.C.
PUB DATE- 12 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Constitutional Law; *Court Litigation; *Court Role; Higher Education; *Justice; *Law Schools; *Lawyers; *Legal Education; Legal Responsibility; Legislation

Perspectives on the relationship of the legal profession to the changing nature of American society are discussed by Attorney General Smith. He proposes the idea that the courts, without constitutional warrant, have struck down actions by legislative bodies and brought about new rights (i.e., government by judicial decree). He suggests that government by judicial decree has promoted the view that the only avenue to justice lies through the courts. An erosion of restraint by the courts has occurred in matters of standing, ripeness, mootness, and political questions. At the same time, there has been an expansion of several doctrines by which state and federal statutes have been declared unconstitutional, in particular, the analyses that have multiplied so-called "fundamental rights" and "suspect classes." In addition, there has been an extravagant use of mandatory injunctions and remedial decrees. The lack of judicial restraint has led to a substitution of judicial judgment for legislative and executive judgment. Lawyers should urge self-restraint upon the courts and nonjudicial routes to justice. Finally, the law school curriculum should include the law and legal institutions of America's founding period. (SW)

ED 231 314 HE 016 388

Ashton, Arthur B.; Huff, Robert A.
A Study of the Economic Impact of Spending by Students in Arizona Universities.
Arizona Board of Regents, Phoenix
PUB DATE- 82
AVAILABLE FROM- Arizona Board of Regents, 1535 West Jefferson, Room 121, Phoenix, AZ 85007.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Consumer Economics; Costs; Economic Climate; *Educational Economics; *Expenditure Per Student; Expenditures; Higher Education; *In State Students; *Out of State Students; Purchasing; *School Community Relationship; State Surveys; Taxes
IDENTIFIERS- *Arizona; College Costs; *Economic Impact

The economic impact of resident and nonresident students attending Arizona universities during the 1981-1982 academic year was studied, along with the cost of education compared to economic benefits to the state created by nonresident students. Expenditures were classified as direct out-of-pocket expenditures by students, direct expenditures by the three Arizona universities for the cost of education of students, and induced expenditures, or those that result for the respending of direct expenditures. Findings include the following: students (including out-of-state visitors) expended an estimated $334.4 million in direct funds exclusive of tuition and fee payments; Arizona resident students expended an estimated $235.8 million or 70.5 percent of these direct funds in 1981-1982; nonresident students (including their out-of-state visitors) expended an estimated $98.5 million or 29.5 percent of these direct funds; the average full-time-equivalent (FTE) resident student expended $4,619 in direct funds, while the comparable figure for FTE nonresident student and visitors was $6,317. Information is also presented on state taxes generated by nonresident students, jobs created by nonresident students, state subsidy for nonresident students, and fixed and variables costs for nonresident students. (SW)

ED 231 329 IR 010 726

Stasz, Cathleen; Thorndyke, Perry W.
The Influence of Visual-Spatial Ability and Study Procedures on Map Learning Skill. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
REPORT NO.- Rand-N-1501-ONR
PUB DATE- Jun 80
CONTRACT- N00014-78-C-0042
AVAILABLE FROM- Rand Corporation, Main St., Santa Monica, CA 90406 ($4.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Ability; Higher Education; Individual Differences; *Learning Processes; *Map Skills; Memory; *Spatial Ability; Undergraduate Students; *Visualization
IDENTIFIERS- *Learning Strategies

The influence of two sources of individual differences in acquiring knowledge from maps was studied: abilities and learning procedures. Twenty-five undergraduate students provided verbal protocols while attempting to learn two maps, and six effective learning procedures were identified: partitioning, imagery, memory-directed sampling, pattern encoding, relation encoding, and evaluation. Visual spatial ability was highly correlated with recall of spatial attributes of the map and with overall learning performance, while associative memory ability was most correlated with verbal attribute recall. Subject-selected procedures for encoding spatial information and assessing learning progress also distinguished the behavior of successful and less successful learners. However, subjects of high and low ability differed little in the study procedures they chose. Although both ability differences and procedures were important contributors to performance, a direct comparison indicated that abilities are most predictive of map learning. It was concluded that the use of effective study procedures can influence map learning performance and that high-ability subjects benefit more from the use of these procedures than low-ability subjects. This report includes 27 references and an appendix detailing learning procedures observed in the protocols. (LMM)

ED 231 344 IR 010 747

Educational Audiovisual Materials. Directory of National Information Agencies 1983. = Documents Audiovisuals Pedagogiques. Repertoire d'Organismes Nationaux d'Information 1983.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

REPORT NO.- ISBN-92-871-0212-0
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Agencies; *Audiovisual Aids; Catalogs; *Educational Media; *Foreign Countries; Information Networks; *Information Services; *Instructional Materials
IDENTIFIERS- *Europe

This updated version of a directory first published in 1980 lists 60 agencies from 15 European countries which are able and willing to provide information about the availability of educational audiovisual material. It indicates the type of material about which they can provide information by subject area, media, audience, and language. Agency names and titles of catalogs are presented in the native language of the country with other information in either English or French. The introduction and notes on catalog use are in both English and French. The materials cover the range of student audiences from preschool to adult and include films, videorecordings, photographs, slides, filmstrips, overhead projector transparencies, and sound recordings. The curriculum subjects covered are indicated by code numbers corresponding to the main divisions of the Universal Decimal Classification, and an outline of these divisions is provided. (Author/LMM)

ED 231 359 IR 050 233

Franco, Elaine A., Ed.

Proceedings from the 1982 Spring Meeting of the Nebraska Library Association, College and University Section (Seward, Nebraska, April 15-16, 1982).

Nebraska Library Association, Lincoln.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Career Planning; Library Acquisition; Library Catalogs; Library Circulation; *Library Cooperation; Library Education; *Library Instruction; Microcomputers; *Online Systems; *Reference Materials; Serials; Videotape Recordings
IDENTIFIERS- Historical Materials; Legal Reference Materials; *Machine Readable Cataloging; Nebraska; Serial Deselection

The papers presented at the 1982 Spring Meeting of the Nebraska Library Association include: (1) "Online Catalog Cooperation among LIRS Library Information Retrieval System Libraries" by Roxanne Sellberg; (2) "The New 'MLA Bibliography': One Bibliographer's Perspective" by Elaine A. Franco; (3) "Serial Cancellation Programs in Academic Libraries in Missouri" by Kay Logan-Peters; (4) "A Serials Deselection Method" by Roy S. Barnard; (5) "Retrospective Conversion: Some Aspects and Approaches to Building a Functional Database of Machine-Readable Records" by Ella Jane Bailey; (6) "Microcomputers: New Marvel Machines for Today's Libraries" by Anita I. Cook; (7) "Problems in Compiling a Biographical Dictionary of the Wars of the Roses" by Robert P. Nash; (8) "Special Historical Reference Materials at the Nebraska State Historical Society" by Ann Reinert; (9) "Bibliographic Instruction for Career Exploration" by John D. Hill; (10) "Practical Considerations in Videotaped Library Instruction" by Thomas A. Tollman; (11) "Analyzing and Dealing with Productivity Problems in the Library Organization" by Carroll Varner (abstract only available); (12) "Library Education in the 80's: Nebraska Wesleyan's Response to the Challenge" by Janet C. Lu; (13)"Four Cartographic Concepts Used in the LC Library of Congress MARC Maps Format" by John D. Hill (abstract only available); and (14) "Legal Reference in a Non-Law Academic Library" by Paul F. Hill. (ESR)

ED 231 374 IR 050 251

Files, Patricia Taylor
Client Reaction to an Educational Information Service: Research Report.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Information Centers; *Information Services; *Online Systems; Questionnaires; *Reference Services; Subject Index Terms; Tables (Data); *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Educational Information; Educational Information Centers; ERIC; *San Mateo Educational Resources Center CA; User Needs
This study of the San Mateo Educational Resources Center (SMERC) was undertaken to characterize the use being made of this information service which provides database searches and other information services to educators in 19 California counties and parts of several other states. Requestor characteristics and subjects requested were determined from some 1,000 searches conducted by SMERC in April 1980. Then 48 clients receiving search packages from SMERC in September and October of 1980 were interviewed by telephone about the circumstances of their requests, the uses made of the results, and their satisfaction with the service. Based on an analysis of 1,000 requests, the average use of SMERC can be characterized as concerning the operation of schools in some way. The average request is researched using an ERIC computer search and other tools. The client receives a printout and a select set of microfiche and photocopies of relevant documents. SMERC clients interviewed were found to be happy with the service; all planned to use it again. The interviews uncovered occasional discrepancies between user needs and the request statements that SMERC received. Most clients preferred to receive just a few documents; they frequently neglected to read the microfiche portion of their package. Report appendices include a sample questionnaire, data tables, and related documents. (Author/ESR)

ED 231 388 IR 050 305

Munthe, Gerhard
Scandinavian Librarianship: A Study in Cooperation.
PUB DATE- Jun 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Foreign Countries; *Interlibrary Loans; *Library Acquisition; *Library Cooperation; Library Materials; *Library Networks; Policy Formation; Research Libraries; *Shared Services
IDENTIFIERS- Nordic Council; Scandia Plan; *Scandinavia

Scandinavian library cooperation, which began informally in the nineteenth century, has benefited from similarities in language, history, background, political system, ideals, and materials, and has been comparatively easy to establish. The Scandia Plan, launched in the 1950's, was the first Scandinavian library cooperation program to receive governmental financial support. It allocated the responsibility for the acquisition of little-used literature partly according to specific subjects and partly according to regional or linguistic limits. Although some libraries find it time-consuming and hard to administer or control, the plan has been one of the most important parts of the cooperation system. The joint acquisitions policy has required improvement of Scandinavian interlending services and has supported the publication of new Scandinavian union catalogs. The Scandia Plan has been supplemented by several other projects, which are currently organized and administered by the Nordic Council for Scientific Information and Research Libraries (NORDINFO), which comprises all aspects of library documentation and information services. NORDINFO's activities include planning and coordination, acquisitions, databases and network, and education and training. (LMM)

ED 231 403 IR 050 388

Markey, Karen
Online Catalog Use: Results of Surveys and Focus Group Interviews in Several Libraries. Volume II of Three Volumes. Final Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
REPORT NO.- OCLC/OPR/RR-83/3
PUB DATE- 31 Mar 83
AVAILABLE FROM- OCLC, Dept. Box ONB, Columbus, OH 43265 ($12.50 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitudes; *Information Needs; Information Retrieval; Interviews; Library Automation; *Library Catalogs; Library Research; *Online Systems; Questionnaires; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Library Users; *Online Catalogs

As part of a project which evaluated online public access catalogs (OPAC's) through analyses of library patrons' needs and perceptions, self-administered questionnaires were completed by library patrons who were OPAC users and non-users at nine academic and public libraries. Focus group interviews were conducted with OPAC users and non-users, as well as technical and public services library staff at six libraries (academic, public, and the Library of Congress). The survey concerned respondents' most recent OPAC search and included questions addressing their attitudes toward OPAC's and traditional library catalogs, and reasons for OPAC non-use. Comments in focus group interviews aided in the interpretation of survey responses and in reaching smaller groups. Research findings focused on five general areas: (1) demographic background of respondents; (2) OPAC searching; (3) transition from the traditional library catalog to the computer catalog; (4) OPAC features; and (5) user assistance for searching OPAC's. This report includes a 33-item reference list, 25 illustrations, 68 tables, and appendices providing user and non-user questionnaire results. (Author/LMM)

ED 231 417 JC 830 172

Monnin, Lloyd N.

Integrating the Humanities and Business Education in Community Colleges.

PUB DATE- 10 Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Role; *Community Colleges; *Curriculum Development; *Educational Benefits; Educational Objectives; *Education Work Relationship; *Humanities Instruction; Teacher Workshops; Two Year Colleges; *Vocational Education

This three-part address comments upon the place of the humanities in the community college curriculum, summarizes the content of a summer institute sponsored by the Community College Humanities Association (CCHA), and considers the integration of the humanities and business education in community colleges. In the first section, comments by CCHA's president, Donald Schmeltekopf, serve as a starting point for a discussion of the importance of the humanities in preserving the place of community colleges in the nation's system of higher education, a call for a renewed emphasis on the true service of learning, and a commentary on the need to move to a broader concept of the humanities. In the second section, the atmosphere, content, and outcomes of the 4-week CCHA summer institute are described, and the four themes of the institute (i.e., framing the issues; business ethics and the curriculum; business, society, and the curriculum; and humanizing teaching-- putting theory into practice) are briefly reviewed. The final section addresses the need for the integration of humanities and business education, focusing on definitions of the two concepts, the importance of distilling the humanities down to their essence in order to make them more palatable and more easily incorporated within available time, and rationales for an integrated approach that stresses values flowing from the reciprocal study of humanities and business and benefits accruing to students and ultimately to business and society. (LL)

ED 231 432   JC 830 244

Quinley, John W.
1978 Entrant Follow-Up Study.
Harford Community Coll., Bel Air, MD. Office of Institutional Research.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Transfer Students; Community Colleges; Educational Counseling; Followup Studies; *Institutional Evaluation; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

In spring 1982, a study was conducted to evaluate the success of Harford Community College (HCC), Maryland, in assisting students in achieving their educational goals, in preparing for transfer to a four-year college or university, and in career development. A sample of 650 students, selected from the 1,155 students who enrolled at HCC for the first time in 1978, was mailed questionnaires soliciting information on their goals and goal achievement, transfer experiences, employment, and satisfaction with the college. Study results were compared with findings from the 1978 Maryland statewide follow-up and with earlier HCC studies. Study findings, based on a 45% adjusted return rate, included the following: (1) 73% of the respondents achieved their individual goals; (2) 85% of those wishing to transfer had done so, with only 7% dissatisfied with the preparation for transfer they had received at HCC; (3) 71% of the students who wanted full-time employment achieved their goal, and 70% of the employed respondents were in positions related to their community college program; and (4) at least 95% of the respondents reported satisfaction with classroom instruction and the overall quality of HCC. The study suggested needs for research into students' scheduling problems, additional academic advising efforts, a reexamination of HCC's position on career placement, and increased efforts to improve the college's image. The questionnaire is appended. (LL)

ED 231 447 JC 830 291

The Community College General Academic Assessment.
Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; *Educational Assessment; *Knowledge Level; *Liberal Arts; *Measures (Individuals); Outcomes of Education; *Questionnaires; Research Utilization; *Student Characteristics; Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *General Academic Assessment

The General Academic Assessment (GAA), an instrument designed to measure students' knowledge of the liberal arts, was developed by the Center for the Study of Community Colleges for use by community colleges to informing decisions about curriculum modifications and estimating institutional outcomes. The instrument, which includes 29 demographic and student experience items, 57 items in humanities, 60 in English usage, 53 in math, 59 in science, and 71 in social science, was constructed for administration to students in academic-transfer courses during a single class period. The GAA was administered in a 1983 pilot study to 1,276 students in 63 classes at three community colleges in California and two in Kansas. Preliminary findings indicated that: (1) 60% of the sample were attending college to prepare for a transfer to a four-year college; (2) the primary reason given for selecting a particular transfer institution was the availability of a program of interest; (3) 64% had received advice from a faculty member concerning course selection; (4) over 20% felt they could benefit from academic support services, but had no time for them; (5) the more semester hours the students had completed, the higher their scores on the GAA; (6) the greater the number of liberal arts courses taken, the higher the total GAA score; and (7) students attending college to satisfy a personal interest scored highest on the GAA. (HB)

Self, Charles C.
A Position on a Computer Literacy Course.
PUB DATE- 20 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavioral Objectives; College Role; Community Colleges; *Computer Literacy; Computers; *Computer Science Education; *Course Content; Course Objectives; Curriculum Development; Educational Benefits; *Educational Responsibility; Programing; Secondary Education; *Social Influences; Two Year Colleges

A position is put forth on the appropriate content of a computer literacy course and the role of computer literacy in the community college. First, various definitions of computer literacy are examined, including the programming, computer awareness, and comprehensive approaches. Next, five essential components of a computer literacy course are identified, followed by extensive rationales for their inclusion. These components are: (1) programming skills in the BASIC language; (2) the ability to operate modern hardware and use existing software; (3) the ability to communicate with computer specialists using correct computer terminology; (4) knowledge of the social, political, and economic impact of computers; and (5) an abstract concept of how a computer operates. The rationale sections state that programming, for example, is included to narrow the educational gap between the affluent and disadvantaged; increase students' self-esteem; improve their understanding of mathematical concepts, thought-processing techniques, syntax, and logic; teach the limitations of the computer; and help students overcome fear of the machine. Next, the exclusion of other possible content areas, such as consumer awareness and the history of computers, is defended. Finally, the role of community colleges in promoting computer literacy is stressed, indicating that the most computer illiterate segment of society (i.e., those 35 and older) is the educational responsibility of the two-year college. A list of behavioral objectives for the proposed course is appended. (LL)

Brolin, Donn E.; Carver, James T.
Lifelong Career Development for Handicapped Individuals.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
GRANT- G007801844
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adults; *Career Development; Community Colleges; *Counseling Services; *Disabilities; *Lifelong Learning; Models; National Programs; Program Descriptions; *Staff Development; Two Year Colleges

Designed for individuals interested in implementing career development programs for disabled adults, this report presents information on the Lifelong Career Development (LCD) project and its potential for implementation in the community college. Chapter 1 examines lifelong learning and the career development needs of disabled individuals, presents a competency-based approach to life skills, discusses ways of linking community services, and outlines the role of independent living centers for the handicapped. Chapter 2 focuses on the objectives and activities of the LCD project-- a nationwide effort to identify the career development needs of severely handicapped individuals, to design and implement a career development model for use in community colleges, and to design and field test a staff development training program for providing lifelong career development services. Chapter 3 describes the major components of the LCD program model, i.e., life-centered career development, goals and objectives, the LCD team, and the program advisory committee. A rationale for adding LCD to community college programs is presented in chapter 4, along with 12 suggestions for preparing for implementation of an LCD program. Finally, chapter 5 offers conclusions and recommendations based on the experiences of four mid-western community colleges, several community agencies, and handicapped participants. Appendices include a list of organizations involved with advocacy for the disabled. (HB)

ED 231 489

JC 830 340

Course Withdrawal Follow-Up. TEX-SIS Follow-Up, Volume 3, #1.
Yavapai County Community Coll. District, Prescott, Ariz.
PUB DATE- 11 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Transfer Students; Community Colleges; Counseling Services; *Dropout Attitudes; *Dropouts; *Enrollment Influences; Multicampus Colleges; Questionnaires; School Surveys; Two Year Colleges; *Two Year College Students; Vocational Education; *Withdrawal (Education)

In spring 1982, a survey was conducted at Yavapai College to determine reasons for student course withdrawal. A TEX-SIS follow-up questionnaire was mailed to all 525 students who had dropped one or two courses, asking them to indicate their reasons for dropping the course(s) and if they felt discussion with a counselor would have been beneficial, and to make comments and suggestions. Respondents were classified as occupational/technical, university transfer, or other based on their courses. Study findings, based on 229 usable responses, revealed: (1) 24.1% of the reasons listed for dropping a course involved dissatisfaction with instruction or course content; (2) transportation problems were a cause for withdrawal for only 1.9% of the respondents; (3) 16% of the occupational/technical students and 7.7% of the university transfer students indicated "conflicting job responsibilities" as a reason for withdrawal; (4) 30.8% of the university transfer students gave "heavy course load" as a reason; (5) "personal/family illness or injury," "other personal/family reasons," and "other" accounted for 32% of the reasons for dropping out; and (6) 80.3% of the respondents indicated that discussion with a counselor would not have been beneficial. The study report includes a composite profile for the college and separate profiles for its two campuses, verbatim student comments coded by course prefix and assumed program, and the questionnaire. (AYC)

The Educable Mentally Handicapped Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Classroom Techniques; *Mainstreaming; *Mild Mental Retardation; Self Concept; Student Educational Objectives; *Teacher Role; Teaching Methods
IDENTIFIERS- Alberta

The guide provides strategies for integrating educable mentally handicapped students into regular classrooms at most levels in the province of Alberta, Canada. Goals of an integrated program, such as development of a positive self-concept, are described. Three types of integration are noted, such as taking students who are placed in a regular class homeroom to a site for specialized instruction. Next described are the people involved in the integrated program, such as the special education teacher, regular classroom teacher, resource person, parents, and teacher aides. Thirteen suggestions are given for classroom management and work with the educable mentally handicapped student, including developing a warm and friendly relationship with the student and teaching the student to master fewer concepts rather than study many without mastery of any. A short reference list is provided. (MC)

ED 231 104 EC 151 979

Rogers-Warren, Ann; And Others
Playing and Learning Together: Patterns of Social Interaction in Handicapped and Nonhandicappped Children.
Kansas Univ., Lawrence. Early Childhood Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 80
CONTRACT- 300-77-0308
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Downs Syndrome; High Risk Persons; *Interpersonal Competence; Intervention; *Mainstreaming; Mild Mental Retardation; Moderate Mental Retardation; *Peer Relationship; Play; Preschool Education; *Social Behavior; Teacher Role

Two projects at the Kansas Early Childhood Institute investigated characteristics of social interaction by handicapped, at risk, and nonhandicapped children. The first project examined patterns of social interaction and play behavior among preschool children in an integrated classroom. A longitudinal observation of four mild to moderately retarded Down's syndrome children (5 to 6.5 years old) and four nonhandicapped Ss (4.5 to 5 years old) was conducted. Results indicated that handicapped and nonhandicapped children preferred the same types of activities. Handicapped children most frequently selected handicapped playmates, and nonhandicapped children usually selected nonhandicapped playmates. Handicapped Ss spent more time engaged in solitary play than nonhandicapped Ss. The second project described the specific social skills and interaction parameters exhibited by 15 normal, at risk, and handicapped preschoolers in a mainstreamed classroom. Handicapped children typically showed delays in social interaction skills commensurate with their general developmental delays; however, there was considerable variability across all types of Ss. Results suggest that altering either the settings or consequences for social interaction will result in increased interactions. Activities that bring the children into physical proximity and play equipment that require more than one child can enhance social interactions. Directly prompting or instructing a child to interact with another child or to enter an activity are also frequently successful. In some cases, teacher praise or the contingent provision of some desirable activity or object when social interaction occurs are useful strategies. (Author/SEW)

ED 231 133 EC 152 508

The Trainable Mentally Handicapped Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Check Lists; *Classroom Techniques; *Mainstreaming; *Moderate Mental Retardation; Objectives; *Program Development; *Teacher Role
IDENTIFIERS- Alberta

Guidelines are provided for integrating the trainable mentally handicapped (TMH) student into the regular classroom in the province of Alberta, Canada. Normalization and integration are explained with regard to the unique commitment undertaken in developing an integrated program for TMH students. Outlined are goals of the integrated program, such as access to nonhandicapped peer models. Three types of integration are noted, ranging from regular class placement to special class placement in a regular school. Briefly explained are roles of people involved in an integrated program, including the special and regular teacher and administrators. Seven suggestions are given for successful development of an integrated program; this is followed by a checklist for the regular classroom teacher's self-preparation, and 10 suggestions for classroom management (e.g., give the student positive directions rather than telling him what not to do). A short reference list is provided. (MC)

ED 231 162 EC 152 607

Bass, Michele Britton
Special Education Inservice Priorities for Regular Educators.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Needs; Elementary Education; *Elementary School Teachers; Individual Needs; *Inservice Teacher Education; *Learning Disabilities; Mainstreaming; *Needs Assessment; Questionnaires; Resource Teachers; *Surveys

To identify content and format priorities for special education inservice training, 243 elementary classroom teachers in 21 schools with learning handicapped (LH) programs were surveyed. A questionnaire was developed to elicit responses to 22 topics and 21 methods of inservice training, with category selection based on a Likert-type one to four point scale. Teachers ranked as highest content priorities the need for information on: (1) legislation regarding the education of handicapped children, (2) working with behavioral and emotional problems of LD students, and (3) educational goals for the students. The top priority preferences for format were: (1) impromptu discussions with resource specialist, (2) workshop on the minimum day, (3) resource specialist demonstrations of materials or techniques in class, and (4) resource specialist demonstrations in school. Findings confirmed results of previous studies with regard to two major findings: (1) the best way to assess staff needs is by surveying the staff, and (2) the best time for inservice activities is during school hours. Among seven recommendations is that special education inservice training for regular elementary teachers should be provided by resource specialists. (MC)

English Teaching Profile: Hungary.
British Council, London (England). English Language and Literature Div.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Creative Writing; Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Hungary

This profile of the English language teaching situation in Hungary discusses the role of English within Hungarian society and within the educational system. It is noted that English is taught as the main foreign language after Russian and that it is offered mainly in the gymnasiums and on the university level. The composition of the teaching cadre is addressed as well as teaching materials. The state educational administration, the general framework of the educational system, development and planning activities in teaching English, and English outside the educational system are described, as well as British support, which is limited to the Cultural Exchange Program. The problems with commerical opportunities to study English due to a shortage of hard currency are noted. Short discussions are given of the limited amount of creative writing in English and of the current research situation. A concluding statement examines the interest in English evidenced by enrollment in English classes outside the regular school system and the English proficiency reached by scientists. It is concluded that the situation is not gloomy even though English is just an optional second foreign language in the gymnasium only. A bibliographic note is included. (AMH)

ED 231 210 FL 013 762

Henner-Stanchina, Carolyn
Listening Comprehension Strategies and Autonomy: Why Error Analysis?
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Class Activities; *English (Second Language); *Error Analysis (Language); Higher Education; Independent Study; Individualized Instruction; *Language Processing; *Learning Activities; *Listening Comprehension; *Second Language Instruction

An experiment combining listening comprehension training and error analysis was conducted with students at the English Language Institute, Queens College, the City University of New York. The purpose of the study was to investigate how to take learners who were primarily dependent on perceptive skills for comprehension and widen their comprehension systems. The students were given the opportunity to formulate and test hypotheses on oral texts and to discover the strategies they could have been using. The goal of the experiment was to prepare the learners for the test of English as a foreign language (TOEFL) examination, to prepare them for meeting the communicative demands of the real world, and to investigate the possibilities of rethinking and reapplying the principle of autonomous learning in a framework of institutional constraints. Learners were presented with a variety of texts from radio talk-shows, news broadcasts, radio commercials, comedy sketches, and semi-authentic recordings of native speakers carrying out certain speech acts. The predominant activities were detailed listening and completing partial transcripts of oral texts. Papers were collected and errors were listed and classified. Follow-up sessions provided opportunity for feedback and discussion of learners' hypotheses, along with the corrected versions. Examples of the activity are included. (AMH)

ED 231 225 FL 013 784

Craige, Tito
Light a Candle: A Literacy Program with Haitian Farmworkers.
Migrant and Seasonal Farmworkers Association, Inc., Raleigh, NC.
PUB DATE- 83
AVAILABLE FROM- Migrant and Seasonal Farmworkers Association, Inc., Box 33315, Raleigh, NC 27606 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; *Cultural Background, *English (Second Language); *Haitians; Immigrants; Language Teachers; Literacy Education; *Migrant Education; Sociocultural Patterns

The material in this handbook is based on the contributions of English as a second language (ESL) teachers who have reflected on their experience with Haitian farmworkers. It deals with the following topics: (1) a cultural and social history of Haiti; (2) characteristics of and difficulties experienced by Haitian immigrants in the United States; (3) a description of the East Coast migrant stream as a source of employment; (4) suggestions for teaching the Haitian immigrants who are generally illiterate in their own language, Creole; (5) the background of the Haitian farmworker as the cultural context for learning; (6) a description of the farm labor system as context of learning; (7) a case study of the farmworker school, including a discussion of the situation of teaching English to nonliterate adults, and the process of becoming a teacher in the farmworker school; and (8) a brief evaluation of the project. An account of student interviews evaluating the program is appended. (AMH)

ED 231 240 FL 013 803

Burt, Andy; And Others
Immersion francaise precoce: Sciences humaines 1-7 (Early French Immersion: Social Sciences 1-7).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cultural Education; Curriculum Guides; Educational Objectives; Elementary Education; *French; Human Relations; *Immersion Programs; Instructional Materials; Learning Activities; *Social Studies; Testing; Values Education
IDENTIFIERS- *British Columbia; *Human Sciences Program

This curriculum guide for the human sciences or social studies is intended for use in grades 1-7 in the early French immersion program. The program is organized around key concepts, generalizations, and themes derived from the social sciences, and allows the teacher a wide choice of content. The guide presents the following topics: (1) the objectives of the program to develop in the child knowledge, skills, attitudes, and values; (2) the teaching method, which is to develop concepts by using a research method; (3) an outline of an approach to the development of skills in the human sciences; (4) techniques the teacher might use to help children develop values; (5) techniques of evaluation; (6) a list of suggested class activities; and (7) a description of the characteristics of the course for each of the grades. The sections on the course for each grade provide the fundamental notion for the grade, a detailed statement of content, and supplementary reference materials. A listing of information sources and general references, and a resume of the kindergarten program are appended. (AMH)

ED 231 255 HE 016 040

McCredie, John W., Ed.
Campus Computing Strategies.
Interuniversity Communications Council (EDUCOM), Boston, Mass.
SPONS. AGENCY- American Telephone and Telegraph Co., New York, N.Y.; Control Data Corp., Minneapolis, Minn.; International Business Machines Corp., New York, N.Y.; Xerox Corp., Rochester, N.Y.
REPORT NO.- ISBN-0-932376-20-7
PUB DATE- 83
AVAILABLE FROM- Digital Press, Digital Equipment Corporation, 12 Crosby Drive, Bedford, MA 01730.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Budgets; Case Studies; *College Planning; Computer Assisted Instruction; *Computer Oriented Programs; Computer Science; Databases; *Data Processing; Higher Education; *Information Networks; Innovation; Input Output Devices; *Management Information Systems; Microcomputers; Minicomputers; Research Projects; *Technology Transfer; Telecommunications; Word Processing

Ten case studies that describe the planning process and strategies employed by colleges who use computing and communication systems are presented, based on a 1981-1982 study conducted by EDUCOM. An introduction by John W. McCredie summarizes several current and future effects of the rapid spread and integration of computing and communication technologies and discusses their implications for academic administrators. The case studies represent a wide range of institutions (small liberal arts colleges, large state universities, independent doctorate granting, church-affiliated, and technological). About half of the institutions have decided which information-processing strategy will be followed, while the remaining schools are still developing strategies. The institutions and case study authors are as follows: Hamilton College (David Smallen), Dartmouth College (William Y. Arms), Pepperdine University (John McManus and James Penrod), Carnegie-Mellon University (Douglas Van Houweling), Rensselaer Polytechnic Institute (James Moss), Stanford University (Paul R. Kaufman), Cornell University (Kenneth M. King), University of Iowa (James W. Johnson), University of Minnesota (Carl Adams, Peter C. Patton, Peter Roll), and the California State University (Thomas W. West). (SW)

ED 231 270 HE 016 256

Corey, Del; And Others
What's on the Horizon? Trends Impacting Higher Education.
Macomb County Community Coll., Warren, Mich.
PUB DATE- 9 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Curriculum; *Community Colleges; Continuing Education; Demand Occupations; Educational Needs; *Education Work Relationship; Employment Opportunities; *Enrollment Trends; Futures (of Society); Geographic Regions; *Higher Education; *Migration; Trend Analysis

Major national trends and their effects on the future of education are examined. Demographic events that affected schools include the postwar baby boom and the migration from the Northeast to the sunbelt region. Factors affecting the college curriculum include: (1) enrollment projections, (2) decline in literacy, (3) decline in mathematics and science competency, (4) language requirements, (5) increased need for lifelong learning and the necessity for training and retraining, (6) the question of preparation for specific career versus general skills, (7) the relevance of the humanities in an increasingly complex and impersonal world, and (8) the future job market. Attention is also directed to issues related to the responsibilities of the community colleges and secondary schools, funding of community colleges, and politics and the community college. It is suggested that marketing and strategic planning are essential for community college survival. Finally, new types of jobs that will become available in the next few decades are considered in the following areas: computers, telecommunications, robotics, and other technologies (e.g., laser, conservation, and hazardous waste technologies). (SW)

ED 231 285 HE 016 271

Implementation of 1981 Reconciliation Act Repeal of Social Security Student Benefit. Hearing Before the Subcommittee on Social Security of the Committee on Ways and Means, House of Representatives. Ninety-Seventh Congress, Second Session. Serial 97-38.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

PUB DATE- 5 Feb 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Bound Students; *College Students; *Federal Aid; *Federal Legislation; Financial Policy; Hearings; Higher Education; Information Dissemination; *Information Needs; Public Policy; Records (Forms); *Student Financial Aid
IDENTIFIERS- *Omnibus Reconciliation Act 1981; *Social Security Benefits

Hearings on the elimination of social security children's benefits for college students over age 18, as specified by the 1981 Omnibus Reconciliation Act, are presented. This provision eliminated benefits for children of retired, disabled, or deceased workers once the child reaches age 18 or finishes high school, effective for those not enrolled as a full-time student in a postsecondary school by May 1, 1982. Concerns are raised about whether present and potential beneficiaries who will be directly affected by the legislative change will be adequately informed of how the change affects them and whether they will be informed in sufficient time to allow them to effectively plan their future. Some attention is also directed to whether other federal student aid makes up for the losses in Social Security Administration (SSA) benefits. Testimonies are presented by Representatives of the U.S. Congress, officials of the Social Security Administration and the General Accounting Office, and representatives of professional associations. Sample SSA forms and other informational materials that provide explanations of the change in student benefits are presented, and the adequacy of the materials is discussed. (SW)

ED 231 300 HE 016 354

Kentucky Allied Health Project Final Report: A State System for Allied Health Education.

Kentucky State Council on Higher Education, Frankfort.

PUB DATE- Sep 82
GRANT- 5-D12-AH-90062-03
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Allied Health Occupations Education; *Articulation (Education); Contracts; Curriculum Development; Dental Hygienists; Dental Technicians; Dietitians; *Employment Projections; Higher Education; Medical Technologists; Models; *Occupational Mobility; Occupational Therapy; Physical Therapy; Radiation Biology; Radiologic Technologists; Statewide Planning; *Transfer Programs
IDENTIFIERS- *Kentucky Allied Health Project; Respiratory Therapy

The accomplishments of the Kentucky Allied Health Project, which implemented a model articulated system of allied health education, are described. The system included plans to promote transition from one education level to another and articulation in educational planning and resource utilization. The project has greatly increased interinstitutional cooperation and coordination among the 105 allied health programs in Kentucky, 72 of which are offered in the public sector. After an overview of the project, four models for transfer of credit and the opportunity for career mobility are described: preprofessional curriculum, basic professional curriculum, certificate granting basic professional curriculum, and intermediate professional curriculum. An overview of the following allied health disciplines, including educational requirements and transfer agreements, is presented: clinical laboratory sciences education, dental auxiliary education, dietetics/nutrition education, radiological sciences education, rehabilitation therapy education, and respiratory therapy education. Summaries are also presented of allied health manpower studies that were undertaken. Lastly, a summary table is appended of approximately 30 transfer agreements that have been negotiated. (SW)

ED 231 315 HE 016 389

College Costs: Basic Student Charges, 4-Year Institutions, 1982-83.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-317
PUB DATE- 83
AVAILABLE FROM- National Center for Education Statistics, Mail Stop 1001, 400 Maryland Avenue, SW, Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- College Attendance; *Fees; *Graduate Students; Higher Education; In State Students; *Institutional Characteristics; National Surveys; Out of State Students; Private Colleges; School Surveys; State Colleges; *Student Costs; *Tuition; *Undergraduate Students
IDENTIFIERS- *College Costs

1982-1983 summary data of basic student charges for more than 2,000 public and private four-year colleges and universities in the United States are presented. The national survey of U.S. colleges and universities obtained information on typical or modal tuition and fees charges required of full-time undergraduate and graduate students. In-state and out-of-state charges are given where they apply, as are charges for room and board. The data are presented alphabetically by state and by college within the state. (SW)

ED 231 330 IR 010 727

Development Communication Report, No. 41, March 1983.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Audiovisual Aids; Comics (Publications); Computer Programs; *Developing Nations; Educational Radio; Electricity; *Foreign Countries; Health Education; *Instructional Materials; Marketing; Second Language Instruction; *Telecommunications
IDENTIFIERS- *Distance Education; Honduras; Nepal; Pan American Health Organization; South Pacific; United States

This newsletter on development projects in developing nations include the following major articles: (1) "An Insider's Perspective: Dr. Henry Cassirer Talks to DCR about Development Communication and Unesco"; (2) "Comic Books Carry Health Messages to Rural Children in Honduras," by Oscar Vigano; (3) "Computers Come to the Aid of Planners: New Software Package Available," by Judy Brace; (4) "Radio Improving Status of Women in Nepal," by Kathleen Goodman and Mana Wagley; (5) "Social Marketing Strategies for Diarrheal Disease Control Programs--PAHO 'Communications for Health' Workshop," by Ann Jimerson and Michael McQuestion; (6) "South Pacific Islanders Use Satellites in Nutrition Communication," by Gloria Renda and Brian Riordan; (7) "Breaking the Cycle," by Jacques Dupont; (8) "The 'Dirty Power' Problems" (about unstable electrical power) by Gary Garriott; (9) "Using Audiocassettes in Distance Education," by Jo Bradley; and (10) "Foreign Television by Satellite Enhances Language Studies in U.S.A.," by Victor Aulestia. Reviews of recent publications and of ERIC documents, as well as development-related conference announcements are included. (LMM)

ED 231 345 IR 010 751

Harry, Keith; And Others

The European Experience of the Use of Mass Media and Distance Methods for Adult Basic Education. Volume I: Main Report. Derg Papers 3a. and Volume II: Appendices. DERG Papers 3b.

Open Univ., Walton, Bletchley (England). Distance Education Research Group.

PUB DATE- Mar 82

AVAILABLE FROM- Distance Education Research Group, The Open University, Walton Hall Room Q229 M Block, Milton Keynes, England MK7 6AA (6.00 British pounds postpaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTIONS- *Adult Basic Education; Annotated Bibliographies; Case Studies; Foreign Countries; Instructional Materials; *Mass Media; Multimedia Instruction; National Programs; *Teaching Methods; Telecommunications

IDENTIFIERS- *Distance Education; *Europe; Open University (Great Britain)

This two-volume report summarizes the main findings of a study for the Commission of the European Communities which explored the principal issues involved in the use of mass media and distance education methods for adult basic education in an European context. Volume I introduces and defines the nature of adult basic education, describes the conduct of the studies, identifies important themes and issues in the use of multimedia methods, and ends with recommendations addressed to the commission for actions at a community level. A checklist of important points concerning the use of multimedia methods for adult basic education and a 30-page reference list are included. Intended as an initial reference and resource document on the use of multimedia materials for adult basic education in Europe, the second volume contains three appendices which provide (1) summaries of the case studies of individual projects; (2) a directory of relevant projects and initiatives in Europe; and (3) an annotated bibliography, which covers documents relating to individual projects and initiatives in the study countries and also lists references to documents containing information on national programs for basic adult education. (LMM)

ED 231 360 IR 050 234

McFadyen, Don
Professional Development Needs of Library Workers in Ontario. A Pilot Project.
Ontario Library Association, Toronto.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; *Delphi Technique; *Librarians; Library Associations; Long Range Planning; *Needs Assessment; *Professional Continuing Education; Professional Development; *Program Development; Tables (Data); Testing
IDENTIFIERS- *Nominal Group Technique; *Ontario; User Needs

In order to explore the possibility of basing the Ontario Library Association's (OLA's) professional development programming on systematic needs assessment, a pilot project was undertaken to determine the professional development needs of library workers in Ontario and to experiment with the Nominal Group Technique (NGT)--a means of providing for a structured group meeting which will satisfy basic problem-solving requirements and the need for equality of participation. NGT needs assessment workshops were conducted with four homogenous groups, each consisting of six or seven participants, and a Delphi process--a multi-stage questionnaire process--was also conducted with OLA program planners. Suggestions for improvement of OLA programming were made: i.e., covering new facets of topics, supplying sharper topic focus, providing a variety of instructional levels and methods, meeting perennial needs, and establishing new systems of delivery and a provincial information clearinghouse. There were also gaps in the expressed needs which require further examination. The pilot project indicated that it is practical to carry out needs assessment in the field and that NGT is a workable and useful tool to which participants respond very positively. The Delphi process was shown to provide an option for conducting needs assessment where the participants are widely dispersed. It is recommended that OLA conduct ongoing needs assessment for its professional development programming. (ESR)

ED 231 375 IR 050 253

Brown, Anthony J.
Education, Libraries, and the New Technologies. Report of an Overseas Study Tour of England, The United States of America, and Canada, October-December 1980.
South Australian Dept. of Further Education, Adelaide.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; Computer Assisted Instruction; *Educational Technology; Extension Education; Foreign Countries; *Information Networks; *Learning Resources Centers; *Library Automation; Library Facilities; Microcomputers; Nonprint Media; Postsecondary Education; Shared Services; *Technology Transfer; Telecommunications
IDENTIFIERS- *Australia; Canada; *Distance Education; United Kingdom; United States

This report of an Australian overseas study tour to the United Kingdom (UK), the United States (US), and Canada reviews developments and practices as of December 1980 in educational communications and technology, the management and utilization of learning resource centers (LRC's) and independent study programs in postsecondary education, and library automation and network development. A list of the agencies and institutions visited in each country is provided. Based on study tour experiences, it is concluded that despite economic difficulties the influence of computer and communications technologies is more immediately apparent in the UK and North America than is yet the case in Australia. Recommendations are made for Australian action in the areas of screened data or videotex systems, computer-based education, interactive video learning systems on videotape and videodisc, distance education, the use of radio and television for educational broadcasting, education technology units, the establishment of LRC's at selected community colleges, the introduction of automated technologies in libraries, the planning and design of library buildings, joint-use library services, further overseas study tours, and staff exchanges between corresponding agencies and institutions in Australia and the other three countries. (ESR)

ED 231 389 IR 050 310

Matthews, Joseph R.
A Study of Six Online Public Access Catalogs: A Review of Findings. Final Report.
Matthews (Joseph R.) and Associates, Grass Valley, Calif.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Libraries; Library Automation; *Library Catalogs; Library Services; *Man Machine Systems; *Online Systems; Public Libraries; User Satisfaction (Information); *Use Studies
IDENTIFIERS- Library Users; *Online Catalogs

Results from one of a series of cooperative projects to study public access to online catalogs are discussed. This report focuses on a survey of 1,152 users and 1,315 non-users of six computer systems at seven libraries, with library participants including (1) Claremont Colleges Library, which uses the Claremont Total Library System; (2) the Evanston Public Library, which uses the CL Systems, Inc., LIBS 100 touch screen terminal public access catalog; (3) the Minnesota State University online union catalog developed at Mankato State University; (4) Pikes Peak Regional Library, which uses an in-house developed computer system called Maggie's Place; (5) Steven F. Austin State University, which uses a DataPhase Systems, Inc., turnkey circulation system; and (6) the West Valley Joint Community College District whose two community college campuses share a Universal Library Systems (ULISYS) turnkey circulation system. Recommendations to improve the online catalog, specifically in the area of user-computer interface, are presented. Twenty-seven references are included and 37 exhibits display study-related information. (Author/LMM)

ED 231 404 IR 050 389

Kaske, Neal K.; Sanders, Nancy P.
A Comprehensive Study of Online Public Access Catalogs: An Overview and Application of Findings. Volume III of Three Volumes. Final Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
REPORT NO.- OCLC/OPR/RR-83/4
PUB DATE- 31 Mar 83
AVAILABLE FROM- OCLC, Dept. Box ONB, Columbus, OH 43265 ($5.50 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Information Needs; *Information Retrieval; Interviews; Library Automation; *Library Catalogs; Library Research; *Man Machine Systems; *Online Systems; Questionnaires; Search Strategies; *User Satisfaction (Information); Use Studies
IDENTIFIERS- Library Users; *Online Catalogs; Transaction Log Analysis

This report covers the background, scope, and findings of a multifaceted research project which focused on data collection and analysis related to online public access systems (OPAC's); the ultimate goal of this project is to improve information access through OPAC design and enhancement. To assist library decision-makers when planning for the initial installation of OPAC's or the enhancement of existing systems, this volume evaluates and integrates the findings detailed in the first two. Because the system/patron interaction is central to the study, a conceptual model for online catalog research which illustrates the user interface for an interactive system is presented. A project overview discusses objectives, methodologies, data collection and analysis. Summaries are provided of findings obtained through self-administered questionnaires for OPAC users and non-users, as well as through focus group interviews and transaction log analysis. Findings are discussed both generally and then specifically in a question-answer format, and areas for additional research are suggested. Six references are listed. Four appendices include pretest and final user and nonuser questionnaires. (Author/LMM)

ED 231 418 JC 830 173

Smith, Kathleen Mary

Student Achievement and Open Admissions: Do Student Outcomes Fulfill the Promise of the Open Door?

PUB DATE- 24 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Choice; *College Transfer Students; Community Colleges; Family Characteristics; Followup Studies; *Outcomes of Education; Postsecondary Education; Questionnaires; *Student Characteristics; Student Educational Objectives; Surveys; Universities

A study of students who had transferred from a community college in Michigan to two senior institutions in the state between 1973 and 1979 was conducted in order to determine why students attended a community college; the point at which they decided to obtain a baccalaureate degree; and their experiences after transfer. The study also sought to relate students' background characteristics and the factors influencing their college choices to their academic experiences at the four-year college and their educational outcomes. Study findings, based on survey responses from 362 students, included the following: (1) the major reasons for attending the community college were convenient location, low costs, ability to work while attending classes, and flexibility of course times; (2) the major reason students transferred to the state regional university was that it allowed them to integrate their studies with work and family obligations, while students transferred to the major research university because of the prestige of the institution and the reputation of their academic programs of study; (3) respondents from families that were better educated and of a higher socioeconomic status were more likely to choose the major research university and to successfully obtain a bachelor's degree; and (4) a greater percentage of students who transferred prior to obtaining an associate degree attained a bachelor's degree than those who transferred with an associate degree. The survey instrument is appended. (HB)

ED 231 433 JC 830 249

Hopson, Carol S.; And Others
The Needs Assessment as a Planning Tool for the 1980's.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advisory Committees; *College Planning; Community Colleges; *Curriculum Development; Educational Assessment; *Needs Assessment; Policy Formation; *Research Utilization; Two Year Colleges
IDENTIFIERS- *Delgado Community College LA

Based upon the experiences of Delgado Community College (DCC), this series of presentations examines the use of needs assessment as a planning tool. After explaining the way needs assessment is defined at DCC, Carol Hopson discusses the decisions to be made before beginning a needs assessment with respect to: (1) institutional willingness to abide by assessment results; (2) program priorities; (3) budgeting for costs such as printing, computer time, and consultants; and (4) the assignment of staff, including faculty members, to the project. Next, Margaret Montgomery describes the methodology of DCC's needs assessment, which involved the specification of purposes, goals, and objectives by the Educational Planning Staff; the development of a time line; the collection of data from target populations using structured questionnaires (i.e. an educational interest survey, a business and industry survey, a high school survey, and an 8th grade survey); the analysis of data; and the preparation of a written report for policy makers. Then, Gary Aspiazu discusses the role of DCC's advisory committee in fact finding, plan development, and mobilization of public support; describes the formation and selection of the committee; and suggests ways of reporting and publicizing an advisory committee's work. Finally, Elton M. Lagasse illustrates the way in which the results of DCC's needs assessment were used in discontinuing, modifying, and adding programs. (LL)

ED 231 448 JC 830 292

Brawer, Florence B.
Ways of Knowing.
PUB DATE- 26 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; *Curriculum Development;
Educational Research; *Humanities Instruction; *Liberal Arts;
Multicampus Districts; *Transfer Programs; Two Year Colleges; Urban
Education; Workshops
IDENTIFIERS- *Center for the Study of Community Colleges CA

Since 1974, the Center for the Study of Community Colleges has investigated the curricula, students, faculty, and institutional practices related to the collegiate function in community colleges. Recent activities have focused on advancing the liberal arts and facilitating student transfer to four-year colleges and chosen occupations. For example, the Center has conducted a series of faculty surveys to determine teachers' backgrounds, attitudes, and instructional practices; curriculum analyses comparing liberal arts and other courses; and case studies at 20 colleges throughout the country. During 1982-83, the Center has undertaken a project, involving six urban community colleges, which has attempted to promote exemplary practices, stimulate dialogue and communication, disseminate information, and provide forums for the exchange of ideas regarding the liberal arts. As part of this project, the Center has organized and helped to conduct a series of workshops in the participating districts. These workshops have or will focus on: (1) ways to enhance college transfer programs through honors curricula and citations of excellence; (2) the need for promoting various career options in the liberal arts; (3) interdisciplinary approaches such as writing across the curriculum and links between humanities and technology; (4) defining the associate degree; (5) the liberal arts in occupational areas; and (6) student academic support systems. (AYC)

ED 231 462 JC 830 310

Lucas, John A.
Six-Year Follow-Up Study of 1975 Alumni and Stopouts. Volume 12, No. 6.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 16 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; *College Graduates; College Transfer Students; Dropout Research; *Dropouts; Employment Patterns; Followup Studies; Graduate Surveys; Institutional Evaluation; Majors (Students); *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Educational Objectives; *Two Year College Students; Vocational Education
IDENTIFIERS- *Stopouts

A follow-up study was conducted of stopouts and alumni of William Rainey Harper College (WRHC) to assess the long-term impact of the college upon its students. The targeted population was composed of 989 career and transfer alumni (who had accumulated 48 hours or more in a career or baccalaureate-oriented program during 1974-75), and 189 stopout students (i.e., credit students who left WRHC during 1975-76 before accumulating 48 credit hours). Based on responses from 57.5% of the career alumni, 52.6% of the transfer alumni, and 52% of the stopouts, the study findings revealed: (1) 86% of the career alumni, 73% of the transfer alumni, and 18% of the stopouts eventually obtained an associate degree at WRHC; (2) 71% of the career alumni, 80% of the transfer alumni, and 78% of the stopouts were employed in 1981; (3) 87% of the transfer alumni and 46% of the other two groups had attended another college since leaving WRHC; (4) 58% of the career alumni, 37% of the transfer alumni, and 36% of the stopouts were employed in fields related to their WRHC major; (5) stopouts generally rated WRHC more highly than did alumni; and (6) the mean salaries for all three groups were comparable, averaging between $21,500 and $23,000 per year. Extensive data tables and the survey instrument are included in the study report. (Author/HB)

ED 231 476 JC 830 324

Highlighting the Transfer, Honors, and Excellence Workshop. CSCC Bulletin, Issue 7, 1983.

Center for the Study of Community Colleges, Los Angeles, Calif.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); *Community Colleges; *Educational Quality; *Honors Curriculum; Multicampus Districts; Transfer Policy; *Transfer Programs; Two Year Colleges; Workshops

Summaries are provided for the major presentations given at a workshop on honors, transfer, and excellence, held in Los Angeles in October 1982. Following a brief overview of the main topics covered, highlights are presented from the talks of: (1) Robert McCabe, president of Miami-Dade Community College (MDCC), who urged participants to set high expectations of students in order to achieve the objectives of access and excellence and reviewed MDCC's efforts to tighten academic standards, increase college involvement, and stress generic skills to prepare students for work; (2) John Maguire, president of the Claremont University Center and Graduate School, who discussed the need to strengthen articulation agreements between community colleges and four-year colleges through better information, communication, counseling, and attitudes; and (3) a panel of leaders from six community college districts who discussed transfer and honors programs in the MDCC District, the City Colleges of Chicago, the Dallas Community College District, the St. Louis Community College District, the Maricopa Community College District, and the Los Angeles Community College District. Summaries are then presented of discussions dealing with the importance of publicizing excellence in community college transfer programs, faculty issues, and statewide articulation agreements. Concluding remarks by Arthur Cohen and Florence Brawer synthesize the major workshop themes. (LL)

ED 231 490 JC 830 341

Walk-Off Follow-Up, Spring 1982 Students. TEX-SIS Follow-Up, Volume 5, #1.

Yavapai County Community Coll. District, Prescott, Ariz.

PUB DATE- 11 Feb 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Attendance Patterns; Community Colleges; *Courses; *Dropouts; Followup Studies; Questionnaires; School Surveys; Student Personnel Services; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A follow-up study was undertaken at Yavapai College to determine why students stopped attending class and if possible to help them return to class. Instructors identified student "walk-outs" and notified Special Services staff who attempted to contact the students. In spring 1982, 129 walk-outs were contacted to determine why they had stopped attending class, if they had stopped attending all of their classes, what college services they had used, their future plans for enrollment, their current employment status, and their feelings about their educational experience at Yavapai. The study revealed: (1) 62.2% of the respondents did not feel that they had stopped attending class and 72.2% intended to return to class during the semester; (2) 20 of the respondents indicated that they had stopped attending classes due to "conflicting job hours," 21 due to "personal/family illness or injury," and 53 due to "other" reasons such as financial problems, too much homework, conflicting class schedule, and inconvenient hour; (3) 40% of the students had used financial aid services and 36.7% had obtained counseling; and (4) 62.2% of the students felt satisfied and 19.3% felt very satisfied with their educational experience at Yavapai. The study report includes student comments and the questionnaire. (AYC)

ED 231 089 EA 015 783

Roberts, Jane M. E.; Kenney, Jane L.
Instructional Improvement: Roles and Responsibilities in Statewide Change.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-80-0106
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Role; Data Collection; *Demonstration Programs; Educational Responsibility; Elementary Secondary Education; *Instructional Improvement; *Instructional Innovation; *Program Implementation; Role Theory; School Personnel; *State School District Relationship; Teacher Role
IDENTIFIERS- *Maryland

This paper summarizes the first 18 months of Maryland's School Improvement through Instructional Process (SITIP) program, begun in fall 1980. Four general methods of data collection were used for the project: observation, interviews, questionnaires, and document analysis. Of Maryland's 24 local education agencies (LEAs)--Baltimore City plus 23 counties--19 submitted proposals and implemented plans responding to SITIP. Of 455 teacher-administrators at 58 schools in these 19 LEAs who were invited to respond to the general survey, 329 completed and returned it. The Maryland State Department of Education selected four categories of research-based innovations for improving academic instruction, including more active teaching and student team learning. Implementation strategies were also limited to four, from districtwide to single school (lighthouse approach). The document provides planning, training, and implementation descriptions for the roles and responsibilities of state education agency staff, local educators, central office staff, school-based administrators, and teachers. Conclusions indicate that while, for example, state education agency staff should initiate and encourage participation, build and maintain commitment, and provide assistance as resource coordinators, teachers should carry out classroom implementation and function as "project directors" if administrators do not take on that responsibility. (JBM)

ED 231 117 EC 151 992

McCrae, Marcia Q.
Medical Perspectives on Brain Damage and Development. Revised.
Berks County Intermediate Unit 14, Leesport, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G007802653
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Etiology; Incidence; *Intervention; *Medical Evaluation; *Minimal Brain Dysfunction; *Neurological Impairments; *Physical Development

The author describes damage and normal development of the brain, as well as assessment and intervention with brain-damaged children. After a brief introduction on the complex and delicate process of brain development and a review of incidence, aspects of etiology such as genetic and postnatal causes are discussed. Brain development is examined relative to such topics as cell migration, dendrite elaboration, and myelination. Mechanisms of brain damage covered include hemorrhage, hypoxia, and delayed response. Among suggestions given for assessment, observation of how the child functions is emphasized, a list of laboratory tests is presented, and seizures are addressed. Intervention is discussed in relation to aspects such as goals, maturation, skill development and support for parents. (MC)

ED 231 147 EC 152 524

McDonald, Janet L.
Micros, Problem Solving and Gifted Kids: An Exciting Combination. A Report of the 1982 State University of New York at Albany Microcomputer Summer Institute for Talented/Gifted Middle Schools Students in Mathematics and Science.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Admission Criteria; *Computer Science Education; *Gifted; Junior High Schools; Material Development; Microcomputers; Problem Solving; *Student Evaluation; *Summer Programs; Talent; *Teacher Developed Materials; *Teacher Selection

The development of a two week summer institute for seventh and eighth grade students who are gifted in math and science and are interested in computers is summarized, and various project materials are appended. Objectives of the 1982 microcomputer summer institute, which was sponsored by the State University of New York at Albany, included: providing microcomputer experience for students; teacher training; instructional material development; and collection of data for research in the areas of talented/gifted students, problem solving, and microcomputers. Information is presented on the following program components: selection and preparation of teachers, selection and development of instructional materials, selection of students, conducting the two week instructional institute, the collection of student data, a university fall (followup) course for teachers involved in the institute, and dissemination of teacher produced activity guides and software, as well as reports and papers on the institute. The instructional modules that were developed by the teachers are briefly described. Appended materials include: a list of about 46 references, materials for the selection of prospective teachers, a list of course goals and assignments for the teachers, student selection materials, and summer institute materials. Among these materials are the following: a rating scale for evaluating prospective students for the summer institute, a computer entry exam, and guidelines and forms for rating student performance. (SEW)

ED 231 134 EC 152 509

Integration of Dependent Handicapped Classes into the Regular School.
Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Attitude Change; Mainstreaming; *Normalization (Handicapped); *Program Implementation; *Severe Disabilities; *Student Attitudes; Student Placement; Teacher Aides; *Teacher Attitudes
IDENTIFIERS- Alberta

Guidelines are provided for integrating the dependent handicapped student (DHS) into the regular school in Alberta, Canada. A short overview comprises the introduction. Identified are two types of integration: (1) incidental contact and (2) planned contact for social, recreational, and educational activities with other students. Noted are types of personnel involved and four considerations in student placement. Seven suggestions are made for preparing the handicapped student for integration, such as meeting in all school assemblies as an early integrated activity. Among five suggestions offered for preparing regular students for integration are inservice talks by related personnel such as nurses. Teachers are advised to prepare in seven ways, including using films and appropriate learning kits. Among seven suggestions made for preparation of aides is inservice training by a physiotherapist. Outlined briefly are suggestions to establish good staff relationships, arrange for visits to classes for DHS, and provide for use of physical facilities. (MC)

ED 231 180 FL 013 253

Schon, Isabel; And Others
The Effects of Spanish Reading Emphasis on the English and Spanish Reading Abilities of Hispanic High School Students.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Analysis of Covariance; Aptitude Treatment Interaction; Educational Research; English (Second Language); High Interest Low Vocabulary Books; *Mexican Americans; *Reading Improvement; Reading Materials; *Remedial Reading; Secondary Education; *Spanish; Student Attitudes

Two studies were conducted among Hispanic secondary school students in Arizona to determine whether providing special reading time with a wide variety of reading materials in Spanish would affect the students' reading abilities, reading attitudes, and academic self-concepts. The studies were conducted in two Arizona high schools, one in a high income district with 22% Hispanic enrollment, and the other in a middle income area with a 25% Hispanic enrollment. The subjects in both studies were Hispanic students enrolled in remedial reading classes. Comparable Hispanic students in other remedial reading classes taught by the same teachers served as the control group. Students were tested in Spanish reading, English reading, and affective measures using a pre- and post-test design. Analyses of covariance failed to detect any significant differences in the experimental and control means, although some method-by-teacher interactions were evident on both the Spanish reading and the affective measure. The outcome of the study was peripheral to its original purpose. Classroom observation and teacher interviews revealed that U.S.-born Hispanics had little interest in and rarely made use of Spanish reading materials, but recent Hispanic immigrants to the U.S. enjoyed the materials and used them extensively. An appendix provides accounts of teacher backgrounds and observations. (Author/AMH)

ED 231 118 EC 151 993

Eaves, Ronald C.; McLaughlin, Phillip J.

Middle School Curriculum for Visually Impaired Students.

Georgia Academy for the Blind, Macon.

SPONS. AGENCY- Georgia Univ., Athens. Div. for Exceptional Children.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Blindness; Curriculum Guides; *Educational Diagnosis; *Educational Objectives; Elementary Secondary Education; Health; *Instructional Development; Instructional Materials; Language Arts; Lesson Plans; Mathematics; *Partial Vision; Sciences; Social Studies; Task Analysis; Teaching Methods

The curriculum on academic programing is intended to be a resource, subject to updating as necessary, for education of blind and partially sighted middle school students at the Georgia Academy for the Blind. Information about core skills in teaching is presented in the first four chapters with the following titles: "Introduction to Academic Programming," "Task Aanlysis and the Development of Taxonomies of Goals and Objectives," "Assessment in Academic Programs," and "Selection and Use of Instructional Strategies and Materials." Next, the six basic curriculum domains are covered with chapters on arithmetic, language arts, reading, health, science, and social studies. Each of the six curriculum chapters includes a record sheet and sections on: (1) broad skills, enabling skills, and specific skills; (2) taxonomy of goals and objectives; and (3) instructional strategies (such as use of dictionary lesson plans for language arts, or a water pollution lesson plan for science). Worksheets, sample tests, and questions for units are also included for each curriculum domain. (MC)

ED 231 163 EC 152 658

Mullins, June B., Bendel, Judith G.
A Survey of the Practice of Patient Education with Spinal Cord Injured Patients in Rehabilitation Centers in the United States.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Neurological Impairments; *Patient Education; *Physical Disabilities; *Rehabilitation Centers; *Rehabilitation Programs; Surveys

Practices in patient education for spinal cord injured persons in 10 hospital rehabilitation centers were examined. Surveys revealed that a majority of the centers conducted patient education (designed to provide facts about the injury as well as psychological support). Findings revealed a large number of staff involved, but a wide difference in the approaches and goals of patient education programs. Only three centers employed professionals with the primary designation of patient educator. There was also a lack of uniformity in materials, methods, and evaluation procedures. Further, the patient was not always encouraged to be an active member of the team, nor was either the rehabilitation counselor or special educator very involved in the rehabilitation center. (CL)

ED 231 196 FL 013 747

English Teaching Profile: Peru.
British Council, London (England). English Language and Literature Div.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; International Educational Exchange; *Language Role; *Language Teachers; Preservice Teacher Education; Proprietary Schools; Public Education; Secondary Education; *Second Language Instruction; Teacher Supply and Demand; Technical Assistance
IDENTIFIERS- *Peru

The role and status of English in Peru are examined, with attention directed to: (1) English within the education system; (2) teachers of English; (3) educational administration of English teaching, (4) materials support, development, and planning, (5) English outside the education system; (6) British and American support for the teaching of English, (7) commercial opportunities, and (8) current research. While English is not taught at the primary level, a foreign language (usually English) is compulsory at the secondary level for two periods a week for 5 years. In both national and private universities, there is increased interest in English with a demand for courses from both students and teachers, particularly by the science faculties. Because of the low standard of English in the schools, almost all university English programs begin with at least a year's general language work. Preservice teacher training for language teachers currently takes place in six centers, five of which have university status and provide a degree in education with a specialization in the teaching of English and one other subject. Facilities for inservice training are few and limited to short courses. The number of teachers of English with adequate language and training is inadequate to meet the demand at all levels. As a result of this inadequacy, privately organized programs of English are increasing. British teaching materials are widely used at all levels, and requests are frequently made for British assistance in running English teaching programs. In addition, there are American Bi-National Centers teaching English in nine cities. (SW)

ED 231 211 FL 013 763

Holec, Henri
L'approche communicative, cru 1982 (The Communicative Approach, 1982 Vintage).
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
PUB DATE- 82
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Class Activities; *Communicative Competence (Languages); Course Objectives; Higher Education; Instructional Design; *Language Usage; Notional Functional Syllabi; *Second Language Instruction; *Student Needs; *Teaching Methods

The notion of a communicative approach has developed considerably since it first began to influence teaching practice and as teacher-researchers have refined their understanding of the concept of communicative competence. At present, adopting a communicative approach has two aspects: (1) it means formulating teaching/learning problems in terms of the uses which speakers make of the language, the "communicative" use being important but not the only use; and (2) it means formulating these problems in terms of language users. Language users are understood to be persons learning to use the language and who are able to play the pragmatic roles which will allow them to achieve their eventual objectives. This concept of the language user emphasizes the fact that communication is a process which is not merely mechanical, since it has to be renewed and reconstructed by the participants in every interaction. Some of the methodological implications of this approach are described and examples of teaching strategies are given. (Author/AMH)

ED 231 226 FL 013 785

Vella, Jane
English as a Second Language: Guide for Teachers.
Migrant and Seasonal Farmworkers Association, Inc., Raleigh, NC.

PUB DATE- 82
AVAILABLE FROM- Migrant and Seasonal Farmworkers Association, Inc., Box 33315, Raleigh, NC 27606 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adults; Audiolingual Methods; Competency Based Education; Educational Games; *English (Second Language); *Haitians; *Lesson Plans; *Migrant Education; *Minimum Competencies; Student Needs; Testing
IDENTIFIERS- Freire (Paulo)

This teaching guide is based on Paulo Freire's "Pedagogy of the Oppressed" and is intended for use with Haitian migrant workers. The first chapter enunciates the general principles of foreign language teaching; chapters 2-5 illustrate actual use of the principles of control, sequence, reinforcement, and total physical response. Chapters 6 and 7 give numerous examples of substitutions and transformations, relating techniques to specific competencies. Chapter 8 offers suggestions for teaching basic reading, writing, and mathematics to learners who are illiterate or semiliterate in their first language. Chapters 9 and 10 deal with designing a unit and working out lesson plans using basic competency unit cards, as well as suggestions for their use in the classroom. Chapter 11 presents an effective pretest/posttest. Chapter 12 discusses the importance of respect for the learners and for their situation, which here is one of fatigue and poor living conditions in addition to being unable to understand English. The concluding chapters present a number of games using the actual situation and needs of the learners. The appendix contains forms workers may have to complete, a list of competencies, and sample units at Level I for aural/oral skills. (AMH)

ED 231 241 FL 013 804

Burt, Andy; And Others

Immersion francaise precoce: Sciences de la nature 1-7 (Early French Immersion: Natural Sciences for Grades 1-7).

British Columbia Dept. of Education, Victoria. Div. of Public Instruction.

PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; Elementary Education; *Elementary School Science; *French; *Immersion Programs; Instructional Materials; Learning Activities; *Science Education; Teacher Role; Testing
IDENTIFIERS- British Columbia

This curriculum guide for the natural sciences is intended for use in grades 1-7 in the early French immersion program. The guide presents the following topics: (1) a list of general objectives; (2) a list of simple skills for children aged 5-8 and for children aged 8-12; (3) activities dealing with matter and its properties, space-time, and human beings; (4) the role of the teacher; (5) notions on evaluation and some suggested evaluation procedures; (6) a list of methods commonly used in scientific research and examples of how they could be applied to elementary school science instruction; (7) a description of research and reporting skills, and suggestions for introducing and developing them in the students; and (8) detailed statements of objectives and course content for each of the grades. Appendices provide a listing of references for teachers and students, and basic equipment and material resources needed for the science classroom. (AMH)

ED 231 271 HE 016 257

Borden, George A.
Some Social Implications of Distance Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; Case Studies; College Planning; Educational Change; Educational Media; *Extension Education; *Foreign Countries; Higher Education; Nontraditional Education; *Open Universities; *Social Change
IDENTIFIERS- *Distance Education; Latin America; *Universidad Estatal a Distancia (Costa Rica)

Social implications of distance education at the university level are considered, based primarily on the case of La Universidad Estatal a Distancia (UNED) of Costa Rica. UNED, which is Costa Rica's attempt to implement Great Britain's open university philosophy of education, was developed in response to the following needs: to provide opportunities for university education without moving to San Jose or another large city; and the need to educate persons in specific areas of national need (e.g., education, management, agriculture, health services). Six influences or changes of the social environment brought about by this new system are as follows: (1) long-range social planning is needed; (2) new educational modes without a lecturer or classroom are adopted; (3) community and individual development may be enhanced since small study groups may become active social forces; (4) the accessibility of education is improved; (5) modern communication channels are used to convey information to learners; and (6) an interplay between this educational approach and the political atmosphere in the country may occur (i.e., distance education can be used as an instrument of the government). It is concluded that a distance education university in a Latin American culture has the potential of being a major social change agent. (SW)

ED 231 286 HE 016 273

Lavin, David E.

Mass Higher Education in an Era of Scarcity: Open Admissions and Changing Educational Opportunities at the City University of New York.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Academic Standards; Access to Education; Declining Enrollment; Ethnic Groups; *Financial Problems; Higher Education; Minority Groups; *Open Enrollment; *Public Education; Remedial Instruction; *Student Attrition; Student Evaluation; Student Financial Aid; *Tuition

IDENTIFIERS- *City University of New York

The open admissions policy at the City University of New York (CUNY) and the effect of fiscal crisis in New York are considered. One of the important changes that occurred after the fiscal crisis in 1975 was that entry to CUNY's senior colleges became more difficult. Another change was the implementation in 1977 of a more stringent and precisely defined retention policy. Students were required to earn credits at a specific rate and with a gradually increasing grade point average. In 1976, a new, more far-reaching policy of skills assessment testing was initiated. It was mandated that incoming freshmen take skills assessment tests in the areas of reading, writing, and mathematics, and university-wide minimum competency standards were set. In addition, CUNY's free tuition policy was affected by the fiscal crisis, and beginning in fall 1976, tuition was changed for the first time. Modifications in fiscal and academic policies have resulted in the following: student enrollments declined from 250,000 to 200,000 between 1975 and 1976; the proportion of minorities has increased sharply, while the proportion of white ethnics has fallen substantially (minorities were more likely to qualify for full state financial aid); the percentages of freshmen taking remedial courses has increased; and the dropout rates have greatly increased. (SW)

ED 231 301 HE 016 355

Moore, Kathryn M.
The Top-Line: A Report on Presidents', Provosts', and Deans' Careers.
Leaders in Transition: A National Study of Higher Education Administrators.
American Council on Education, Washington, D.C.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
REPORT NO.- CSHE-83-711
PUB DATE- 83
AVAILABLE FROM- Pennsylvania State University, Center for the Study of Higher Education, University Park, PA.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Deans; *Administrator Characteristics; *Administrator Qualifications; Administrators; *Career Ladders; College Administration; *College Presidents; Educational Background; Employment Experience; Financial Policy; Higher Education; National Surveys; Occupational Mobility
IDENTIFIERS- *Provosts

The careers of college presidents, provosts, and academic deans were studied, based on a stratified random sample of 4,000 line administrators in 1,600 accredited four-year, degree-granting institutions. Responses were obtained from 310 presidents/provosts and 1,293 deans. Attention was directed to respondents' personal, educational, and professional background and career issues. Findings for the presidents and provosts include the following: about half of the presidents and provosts were between 45 and 55 years old; 8.3 percent of the presidents and 13.6 percent of the provosts were women; over 90 percent of presidents and provosts had earned doctorates; 64.3 percent of the presidents and 87.7 percent of the provosts held academic rank, and 91 percent of the presidents and 89.6 percent of the provosts were full professors. Findings for the deans include the following: 13.6 percent were females, and 7.2 percent were minorities; over 80 percent of the deans held rank and tenure; 56 percent were not seeking a job change; and 60 percent reported at least one mentor relationship. Faculty position was found to be the main entry position for most of the top-line administrator positions, and there was no definitive career path leading to the college presidency. (SW)

ED 231 316 HE 016 390

Minorities in Connecticut Higher Education. Research Report R-3-83.

Connecticut State Board of Higher Education, Hartford.

PUB DATE- 83

AVAILABLE FROM- Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTIONS- American Indians; Asian Americans; Black Students; Degrees (Academic); *Enrollment Trends; Females; Full Time Students; *Graduate Students; Higher Education; Hispanic Americans; *Minority Groups; Part Time Students; Professional Education; School Statistics; School Surveys; State Surveys; *Undergraduate Students; Urban Universities

IDENTIFIERS- *Connecticut

Statistics on minority enrollment in Connecticut institutions of higher education for 1976-1982 are reviewed. Trends include the following: there were 13,326 minority students enrolled in Connecticut public and private institutions in fall 1982; minority enrollment grew 36.2 percent between 1976 and 1980; enrollment increased in each ethnic category between 1976 and 1980; from 1980 to 1982, enrollment of black students declined by 3.6 percent, while enrollment of other minority enthnic groups and nonresident aliens continued to increase significantly; minority enrollment dropped by 11.8 percent at the regional independent institutions from 1980 to 1982, and by 3.3 percent at the University of Connecticut; the largest percent increase occurred at the state technical colleges, up 30.8 percent in 1982 from 1980; the largest headcount increase occurred at the regional communnity colleges; minority students received 5.6 percent of all degrees awarded in 1980-1981; and minority students represented 7.3 percent of first-professional degree recipients in 1980-1981. It is noted that at both state and national levels, minorities are still underrepresented in higher education. Fall 1982 enrollment data of minority students are presented by educational level for each institution. (SW)

Atkinson, Richard C.; Lipson, Joseph I.
Instructional Technologies of the Future.
PUB DATE- 3 Sep 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adoption (Ideas); *Curriculum Development; Educational Innovation; Educational Media; Educational Technology; *Epistemology; Futures (of Society); Information Networks; Input Output Devices; Instructional Materials; *Material Development; *Organizations (Groups); *Technology Transfer
IDENTIFIERS- Interactive Videodisc Systems

Projected technological developments are described and analyzed for their relation to education, including very large scale integrated circuits and microcomputers, videodiscs, instructional networks, Dynabook, electronic publishing, devices for creative expression (word processor, electronic palette, music composition aids, computer-aided design), learning prostheses for the handicapped, and authoring facilities for course materials. Four strategic issues are raised, whose resolution will influence the way instructional technologies are developed and integrated into American education: (1) whether new technologies should be used to deal with new or with existing problems; (2) how the behavioral sciences can respond to the paradigm shift occurring with regard to cognition, from an emphasis on fact and skill acquisition methods to the study and development of intelligent, knowledge-based instructional systems; (3) how talents can be mobilized to produce sufficient high-quality instructional materials; and (4) how educational organizations can adapt to capitalize on the new technologies. Finally, future goals are discussed, and current formats which may utilize the potential of the new technologies are listed. A 27-item reference list is included. (LMM)

ED 231 346 IR 010 753

Guidelines for Repackaging Multi-Media Resources.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Audiovisual Aids; Change Strategies; Decision Making; *Developing Nations; *Evaluation Criteria; Guidelines; Instructional Materials; *Material Development; *Media Selection; *Multimedia Instruction; Needs Assessment; Program Development
IDENTIFIERS- Asia; Pacific Region; *Product Development; Prototypes

This manual outlines a general procedure for deciding whether or not a multimedia package should be adapted or repackaged to meet local needs, reviews both general and specific factors to be considered in repackaging materials, describes the process of repackaging, and outlines procedures for the try-out, evaluation, and renewal of repackaged material. Aids for the user include a 10-item checklist identifying key issues to be considered in the initial decision as to whether to repackage, and an application of this procedure to a social studies package for grade 2; discussions of such general factors as the situation, special problems of disadvantaged learners, personal characteristics of teachers, financial limitation on resources, and professional support services; and a review of specific factors concerned with objectives and content, media selection, production, utilization, and distribution and evaluation. Guidelines for the process of repackaging include a checklist for the diagnosis of changes needed, a specifications table for repackaging, a table showing potential media substitutions, production hints, and a production plan. (LMM)

ED 231 390 IR 050 316

Markey, Karen
The Process of Subject Searching in the Library Catalog: Subject Access Research Project. Final Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- OCLC/OPR/RR-83-1
PUB DATE- 4 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Design Requirements; Information Retrieval; Interviews; Library Automation; *Library Catalogs; Library Research; Man Machine Systems; *Models; *Online Systems; Questionnaires; *Search Strategies; Use Studies
IDENTIFIERS- *Library Users; *Online Catalogs

The Subject Access Research Project was initiated by OCLC in August 1979 to study the process of subject searching in the library catalog, with the objective of identifying features for an automated subject retrieval system which would support the present search tactics employed by library users performing manual subject searches at the library catalog. Subject searchers' spoken thoughts (i.e., protocols) were recorded as they performed their subject searches at varied libraries. An analysis of protocols resulted in construction of a subject searching process model. Features suggested by the model are recommended for implementation in an online public access catalog (OPAC), which has the potential to support new subject-searching features. An OPAC in which the searcher's model of the information retrieval process of traditional catalog searching is implemented may have the same potential as the library catalog, but inclusion of a user-oriented interface is necessary to make it as powerful. An OPAC with such an interface and enhanced with features not previously available to library catalog searchers would actually be more powerful than the traditional catalog. This report includes 39 figures, 27 tables and a 29-item reference list as well as appendices including data collection instruments. (Author/LMM)

ED 231 419 JC 830 176

Withnall, A.; And Others
The Economics and Organisation of Adult and Continuing Education. Review of Existing Research in Adult and Continuing Education, Volume X.
National Inst. of Adult Education, London (England).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; *Continuing Education; Correspondence Study; Educational Economics; *Educational Finance; Educational Policy; Financial Policy; *Financial Support; Lifelong Learning; Older Adults; Postsecondary Education; Proprietary Schools; Special Degree Programs

Economic and organizational aspects of adult and continuing education in Great Britain are examined in this report. After chapter 1 introduces various economic approaches to educational policy, chapter 2 reviews the costs and consequences of policies relating to recurrent education and study leave, adult education and training, paid educational leave, and education for the elderly. Chapter 3 explores the structure and finance of adult and continuing education, including an examination of experiences in Scandinavia, England, and Wales. In chapter 4, the organizational forms and financial policies of adult and continuing education are discussed in terms of the roles of the universities; the Open University; the polytechnics; local education authorities; voluntary bodies; directed private study, distance education, and open learning systems; private agencies; residential education; provision for the disadvantaged; information from outside the United Kingdom; and the broadcasting organizations. Finally, chapter 5 offers conclusions based on the study of adult and continuing education in Great Britain, indicating that the effectiveness of the adult education service has diminished because not enough resources have been allocated to enable the service to maximize its efficiency. An appendix provides a comparison of adult education in West Germany with recent developments in England and Wales. (HB)

ED 231 434 JC 830 253

Elkins, Carol M.
Level of Involvement and Outcomes Measurement in Two-Year Institutions Sponsoring Allied Health Programs.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accreditation (Institutions); *Accrediting Agencies; *Allied Health Occupations Education; Institutional Evaluation; Standards; *Two Year Colleges
IDENTIFIERS- *National Accrediting Agency Clinical Lab Sciences

The role of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) in accrediting educational programs is examined in this paper along with the level of involvement of two-year colleges in accreditation and the processes and outcomes of accreditation. First, the paper looks at the representation of two-year colleges on three accrediting review committees: (1) the Joint Review Committee for Radiography, of which 3 of 6 board members are from two-year colleges; (2) the Joint Review Committee for Respiratory Therapy, of which 8 of 13 members are two-year college representatives; and (3) the Review Board of NAACLS, of which 25% of the members are from two-year institutions. The paper then discusses the volunteer nature of accreditation, pointing to the high percentage of qualified individuals who are unwilling to participate in the process and stressing the importance of volunteers in peer review and self-regulation. Finally, the paper explores the process and outcomes of accreditation, examining selected requirements of associate degrees, problems in compliance with standards related to outcomes, and the high percentage of programs which do not receive accreditation. (LL)

ED 231 449 JC 830 293

Crocheron, Crystal J.; And Others
Parent Education in Chicago: A Program of the City Colleges of Chicago and the Chicago Board of Education.
Chicago City Colleges, IL. Center for the Improvement of Teaching and Learning.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Child Development; *Elementary School Students; Interviews; *Parent Education; *Parent Influence; *Parent Participation; *Program Effectiveness; Program Evaluation; Student Attitudes; Student Educational Objectives; Teacher Attitudes
IDENTIFIERS- *Illinois (Chicago)

A Parent Education Program was initiated in Chicago in fall 1981 to promote parental interest and involvement in their own and their children's education. The program's rationale, which is supported by studies of parent behavior and child development, is that involved parents will have a positive impact on their children's educational and personal achievements and self-concept. Whereas most parent education programs are home based and involve the parents of infants or very young children, this program is directed mainly at the educational skills of the mothers of school-age children and is based in the children's elementary school or a nearby Chicago Youth Center. The Parent Education Program was evaluated in spring 1982 to determine its effects on the parents and children involved and areas for improvement. Interviews were conducted with eight parents, who were all single, unemployed, black women; eight of their children; and their children's teachers. The interviews revealed that the mothers took courses in hopes of completing requirements for a high school diploma or to improve job opportunities, and that they felt the courses enhanced their ability to be involved in their children's education. The children expressed interest in school and felt both they and their mothers had benefited from the program. Teachers commented upon the mothers' interest in their children's education and noted that the children were very good students, both academically and socially. (LL)

ED 231 477 JC 830 325

Developing Lay Advisory Committees to the Liberal Arts. CSCC Bulletin, Issue 8, 1983.

Center for the Study of Community Colleges, Los Angeles, Calif.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Advisory Committees; *College Planning; Community Colleges; *Community Involvement; Group Membership; Institutional Advancement; *Liberal Arts; *School Community Relationship; Two Year Colleges

Lay advisory committees for the humanities offer community colleges a means of maintaining connections with the communities they serve. These groups can provide information and advice on ways to encourage students to enroll in liberal arts courses, the characteristics of liberal arts students, ways of developing modules for occupational courses, appropriate extracurricular offerings and off-campus liberal arts events, and community potentials for internships and jobs for students. Members of the committees, who may be community leaders, museum directors, librarians, scientists, artists, and other professionals committed to the arts and sciences, can offer valuable assistence in helping students and graduates find jobs or gain admission to upper-division programs, establish selection processes for honors programs, set up and conduct effective follow-up procedures, develop community surveys, and establish programs for gifted students. In addition, lay advisory committees can be involved in instructional matters and community outreach, offering new avenues for integrating the college with its community resources. Committees of this sort have been established in various parts of the country; e.g., in the St. Louis Community Colleges committees have been formed for mass communications and commercial art, round table meetings are held regularly at West Los Angeles College, and efforts have been undertaken at Miami-Dade Community College to coordinate the efforts of its many advisory committees. (LL)

ED 231 491 JC 830 342

Culton, Donald R.
Los Angeles Community Colleges: A Guide to the International Education Program.
Los Angeles Community Coll. District, Calif.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Colleges; Faculty Handbooks; Program Descriptions; *Program Development; *Program Proposals; School Business Relationship; *Study Abroad; *Teacher Responsibility; Travel; Two Year Colleges

Designed for instructors in the Los Angeles Community College District (LACCD) interested in conducting a travel study class, this guide describes and explains the requirements of the district's International Education Program (IEP). Following introductory material stressing the importance of international education, the guide reviews the purpose of the IEP, i.e., to develop international and intercultural understanding through travel study classes, faculty and student exchanges, and curriculum development projects. The next sections review the history of international education in the LACCD and the supervision and administration of the IEP. Next, travel study classes are described in terms of college credit and community service offerings, instructor selection, use of travel contractors, fiscal components, student registration, student financial aid, and other requirements. A guide to planning and conducting a successful college credit travel class is then presented, including suggestions for selecting a location and travel contractor; developing brochures and promoting the class; conducting pre-departure instruction, orientation, and registration; and fulfilling post-trip requirements. A list of classes conducted between 1977 and 1981 are provided. Appendices include a variety of forms, outlines of program requirements, information on evaluating contractors and liability and insurance, and other relevant materials. (AYC)

ED 231 090 EA 015 784

Firestone, William A.; Herriott, Robert E.
Images of the School: An Exploration of the Social Organization of Elementary, Junior High, and High Schools, Field Studies.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 15 Jan 80
CONTRACT- 400-80-0106
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrative Organization; Bureaucracy; Centralization; Coordination; Elementary Secondary Education; *Institutional Characteristics; Organizational Objectives; Organizational Theories; *School Organization; School Size; *Social Structure; Teacher Attitudes
IDENTIFIERS- Loosely Coupled Systems; Natural Systems; *Rational Bureaucracy

Most previous research on the social organization of schools neglects to consider that such organization may vary depending on several factors, including size, staff composition, and environment. This study utilized two images of school identified by Corwin: the rational bureaucracy (formally organized social structure in which activities have clearly defined patterns and are closely related to goals) and the natural system (social structure in which individual actions are not clearly related to organization goals, and there is little interdependence or centralized control). Data were collected from 13 elementary, junior high, and high schools by a questionnaire returned by 638 nonadministrative professionals. Three characteristics were identified that distinguish between rational bureaucracies and natural systems: goal consensus, centralization of control, and extent of coordination. Contrary to expectation, elementary schools correspond best to the rational bureaucratic image, and high schools conform more to the natural systems image, with junior high schools in between. Further analysis suggested that the rational bureaucracy also correlates with small school or district size, a predominantly female, less educated staff, with high turnover, and substantial central office influence. (JM)

ED 231 105 EC 151 980

Waldo, Lois; And Others
Functional Sign Training for the Severely Multiply Handicapped.
Kansas Neurological Inst., Topeka.; Kansas Univ., Lawrence. Early Childhood Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ECI-604
PUB DATE- 80
GRANT- 446AH70146; G007804911
AVAILABLE FROM- The entire training packet (of which this program manual is a part) contains 6 video tapes available from the Bureau of Child Research, 2601 Gabriel, Parsons, KS 67357
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Language Acquisition; *Multiple Disabilities; *Severe Disabilities; *Sign Language; Teaching Guides; Teaching Methods; *Training Methods; Training Objectives
IDENTIFIERS- *Functional Speech and Language Training Program; *Signing Exact English

A training manual for teaching functional sign training to the severely multiply handicapped was developed using the Signing Exact English (SEE) system. The program, which was adapted from the Functional Speech and Language Training Program, is designed for persons who lack refined motor, speech, and language skills. Procedures are outlined to use with students who rarely make any sounds; students who may make many sounds but who rarely make different sounds, or who rarely sound as if they are saying words; and students who have poor articulation of their speech and who require only a few signing cues to make themselves understood. In each case, shaping, prompting, and putting-through (e.g., moving hand to point to the correct object) techniques are used, and criterion performance is specified. For the focal area of "person and things," nine training steps are presented that are designed to introduce the student to the concept of language and its uses. Each step includes a description of the training goal for the step, a list of training items needed, a description of procedures to be used, training instructions, and a set of instructions used in programing for generalization. The training steps also include two types of scoring forms for recording the student's responses in each session and summary forms to record progress across sessions within the step. Training items include food, clothing, toys, and miscellaneous objects. The scoring forms include a grid that allows scoring for each trial of the signed part of the response, the spoken part of the response, and the overall intelligibility of the total response. (SEW)

ED 231 148 EC 152 525

Miller, Maurice; Loukellis, Irene

Socially Mainstreaming Handicapped Students.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; *Attitudes; *Disabilities; Hearing Impairments; *Learning Activities; Learning Disabilities; *Mainstreaming; Mental Retardation; *Peer Acceptance; Physical Disabilities; Special Classes; Visual Impairments

The basis for socially mainstreaming handicapped children as well as changing attitudes toward the handicapped are discussed; and a list of teaching activities and resources for introducing students to the mentally retarded, the visually impaired, the physically handicapped, the hearing impaired, and the learning disabled is presented. A summary is presented of some research evidence favoring special classes for the handicapped. Attention is also briefly directed to the legal basis for inclusion of handicapped students, including the following two issues: the right to education for the handicapped, and the type of placement. It is noted that since implementation of federal laws protecting the right of every child to a free, public education, expert opinion has continued to be a major force in the decision of inclusion of the handicapped. Teachers' attitudes concerning the mainstreamed handicapped child and cooperative learning procedures designed to promote peer acceptance of the handicapped child are discussed. The resource section provides lists for each handicap on simulation activities, teaching activities, trade books with a story line about the handicap, teacher materials, pamphlets, audiovisuals, and agencies that can provide additional information. The Scale of Children's Attitudes Toward Exceptionalities, which has been used for assessing children's attitudes toward the handicapped, is appended. (SEW)

ED 231 256 HE 016 184

Ellis, Susanne D.

Enrollments and Degrees. AIP Report.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

REPORT NO.- AIP-R-151.20

PUB DATE- Feb 83

AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTIONS- *Astronomy; Bachelors Degrees; *Degrees (Academic); *Enrollment Trends; Foreign Students; Geographic Regions; *Graduate Study; Higher Education; Introductory Courses; Masters Degrees; National Surveys; *Physics; Student Characteristics; *Undergraduate Study

Trends in enrollments and degrees for physics and astronomy students are examined, based on results of the American Institute of Physics' annual Survey of Enrollments and Degrees. Information is included on: changes in the number of institutions that grant physics degrees, physics degrees awarded by academic year, 1971-1982; undergraduate and graduate enrollments and degrees by institution type, 1971-1983; introductory physics enrollments in physics-degree-granting institutions by geographic region, 1978-1983; introductory physics enrollments, 1982-1983; undergraduate physics majors by geographic region and type of institution, 1982-1983; full- and part-time graduate enrollment by type of institution, 1973-1983; trends in U.S. and foreign graduate physics students, 1973-1983; unfilled assistantships for first-year graduate physics students, September 1982; number of physics degrees granted by sex and minority group status, 1981-1982; and trends in astronomy enrollment and degrees, 1975-1983. The data indicate that with the exception of doctorates, the numbers of 1981-1982 physics degrees conferred increased. Introductory astronomy courses attract large numbers of students, although the number of astronomy majors is small. (SW)

ED 231 361 IR 050 235

Hall, Dorothy
Public Library Service to Business and Industry.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Business; Fees; *Information Needs; Librarians; Library Collections; Library Cooperation; *Library Extension; *Library Services; *Public Libraries; Reference Services
IDENTIFIERS- *Corporate Users; User Fees; User Needs

This paper examines the reasons for and the means of providing public library service to business and industry. It discusses the organization of a business and industry service, staff qualifications and training, and the composition of the collection. The importance of studies and surveys to determine the information and service needs of the economic community is stressed. Reference and other special services are described, as are ways of publicizing the service, including library publications and personal contacts between staff members and the public. Library cooperative agreements and user fees are suggested as ways to reduce and defray the costs of this expensive service. An appendix lists improvements in public libraries suggested by members of the economic community in a market analysis of business and industry information needs, as reported by Robert S. Meyer and Gerhard N. Rostvolt in "The Library and The Economic Community," published in 1969. A 17-item bibliography concludes the paper. (ESR)

ED 231 376 IR 050 254

Weibel, Kathleen
The Evolution of Library Outreach 1960-75 and Its Effect on Reader Services: Some Considerations. Occasional Paper Number 16.
Illinois Univ., Champaign. Graduate School of Library Science.
PUB DATE- Dec 82
AVAILABLE FROM- Publications Office, Graduate School of Library & Information Science, University of Illinois, 249 Armory Bldg., 505 E. Armory St., Champaign, IL 61820 ($3.00, per copy prepaid. Subscriptions are available at $10.00 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Community Information Services; Economically Disadvantaged; *Information Needs; Information Seeking; *Library Extension; *Library Research; Library Services; Literature Reviews; *Outreach Programs; *Public Libraries; Research Reports
IDENTIFIERS- *Library Users; *User Needs; War on Poverty

The literature of American public library outreach services over a 15-year period is reviewed in the context of the War on Poverty milieu and the four functions of reader services: information, instruction, guidance, and stimulation to use. Three formats were typically present in this literature: broad statements of need, justifications of services to meet needs, and program reports. Evaluative research and research into the information needs and information-seeking patterns of the poor were sporadically reported during this period together with program reports. Emphasis on research increased in the seventies. From 1960 to 1963 the literature concentrated on barriers to physical access to library service. Three approaches to service emerged which forecast the War on Poverty outreach styles: intensified traditional library services, community based service, and political solutions. During the 1964-68 War on Poverty period, four service models dominated the literature: (1) relevant traditional, (2) community life participation, (3) storefront communications centers and (4) cooperation with other agencies. From 1968 through 1975 the emphasis in the literature switched to more specific client group definition, an interest in research on information needs and emphasis on program evaluation, and a growing focus on literacy and on information and referral. The author's vita concludes the pamphlet. (Author/ESR)

ED 231 405 JC 820 491

Bryant, Henry A.
The Social Sciences: Towards a New Approach to Teaching Them.
PUB DATE- 29 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Community Colleges; Curriculum Design; Curriculum Problems; *History; *History Instruction; *Interdisciplinary Approach; Minicourses; Postsecondary Education; *Relevance (Education); *Social Sciences; *Sociology; Student Attitudes; Student Interests; Surveys
IDENTIFIERS- Laney College CA

With enrollments in the social sciences declining markedly and their educational values being deemphasized, a new approach must be taken to social sciences instruction. Social science courses are antiquated, need revision, fail to offer enough job relevance to draw most students, are taught too conservatively, and no longer enjoy a protected status. In order to improve social science instruction, the following techniques should be adopted: (1) sociology and history concepts should be integrated into natural science courses, such as environmental science and mathematics, to increase their relevance; (2) history departments should train students for careers other than teaching; (3) the educational importance of the humanities should be stressed over the present "education-for-profit" philosophy; and (4) mini-courses should be implemented. Responses to a social science survey conducted at Laney College (California) in 1981 support these conclusions. Survey responses from students taking two or more social science courses revealed that they were taking the courses because they were interested, socially concerned and aware, and enjoyed the teachers. Students enrolled mainly in math and science courses who did not take social science courses (20% of the respondents) indicated that they did not find the subject interesting. Those who did take these courses did so out of interest and to meet graduation requirements. Curriculum restructuring would encourage students to view social sciences as a necessity, rather than an interest. (DAB)

ED 231 463 JC 830 311

Lucas, John A.
Follow-Up Studies of Students Who Stopped Out 1974-1981. Volume 12, No. 7.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 16 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- College Transfer Students; Community Colleges; *Dropout Characteristics; Dropout Research; *Dropouts; Employment Patterns; Followup Studies; Institutional Evaluation; *Participant Satisfaction; Questionnaires; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Stopouts

Data were consolidated from 11 studies conducted at William Rainey Harper College (WRHC) between 1974 and 1981. The studies surveyed a total of 1,939 students, who left WRHC after attending at least one semester, to determine their educational objectives, current activities, employment characteristics, educational activities, and evaluation of various aspects of their WRHC experiences. The studies, which achieved an average response rate of 72%, revealed the following: (1) the proportion of students who returned to WRHC subsequent to stopping out declined from 35% among 1974-76 students to 15% among 1980-81 students; (2) after returning to WRHC, stopout students averaged another 10 credit hours; (3) the most frequently cited reason for leaving WRHC given by the 1980-81 students was that their educational goals had been met, and the second most frequently cited reason was to transfer to another college; (4) the average salary for the 1980-81 respondents was $18,000, compared to an average of $14,300 for career alumni; (5) 61.5% of the 1980-81 respondents were employed full-time, contrasted to an average of 47% for previous respondents; (6) among 1973-74 respondents, only 53% perceived their jobs as permanent, compared to 69% of the 1980-81 respondents; and (7) overall, the respondents felt that WRHC had prepared them best in communication skills and least in job search, technical job, and managerial skills. Extensive data tables and the survey instruments are included in the study report. (Author/HB)

ED 231 135 EC 152 510

Special Education Handbook.
Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administrator Role; Behavior Modification; Check Lists; *Disabilities; Early Childhood Education; Elementary Secondary Education; Handicap Identification; *Mainstreaming; Parent Role; *Program Development; *Program Evaluation; *Program Implementation; Recordkeeping; Screening Tests; Special Education; Special Education Teachers; Student Evaluation; Teacher Role

The handbook is intended for elementary and secondary school administrators and teachers providing programs for handicapped students in the province of Alberta, Canada. Functions of administrators include the establishment, development, and/or implementation of goals, support services, and evaluation procedures. The parents' role in assessment, planning and implementing the program, and acquiring knowledge is described. Listed are functions of 16 support personnel such as the audiologist and itinerant teacher; and outlined are such strategies for teachers as effective use of aides, and cooperation with other professionals. Among components of the preschool program explained are early intervention, screening, placement, and evaluation. Types of assessment, their purposes, and special considerations are discussed briefly. The purpose, process, components, and evaluation of the individual program plan are both outlined and diagramed. Behavioral objectives are discussed in relation to types, advantages, and problems; and task analysis is discussed, with examples presented such as using the telephone. Step-by-step instructions are provided for conducting and recording behavioral observations. Also described and outlined are recordkeeping and reporting. Procedures for establishing a work study program are outlined; and checklists, forms, and a list of Alberta Department of Education guidelines are included. (MC)

ED 231 164 EC 152 659

McCorkell, Winston
Impact of Instruction for Disabled Adults in Independent Living Skills.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Adults; Community Services; Daily Living Skills; *Developmental Disabilities; Higher Education; Program Descriptions; *Program Effectiveness; Volunteers
IDENTIFIERS- *College for Living

The College for Living Program in Denver, Colorado, focuses on independent living skills for developmentally disabled adults. The program is described in terms of its history (beginning in 1974) and its focus on education and community services provided by institutions of higher education. The program's three major goals and component objectives are listed, the organizational structure described, and a special project involving computer aided instruction reviewed. The bulk of the report emphasizes evaluation methodology and results based on changes in students' skill attainment, impact on teachers, and public service outcomes (including its effects on volunteer training). Data on enrollees are presented according to number and type of handicap. Findings are cited which show positive changes in self concept and improvement in the attitudes of the volunteer teachers toward handicapped students. (MC)

ED 231 181 FL 013 580

Serapiglia, Gerard
Teaching ESL through the Medium of History.
PUB DATE- 26 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTIONS- Biculturalism; *Class Activities; *Cognitive Processes; *Communicative Competence (Languages); Cultural Influences; *English (Second Language); French; *History; *Language Skills; Secondary Education; Social Values

An experiment using texts in Canadian history with French-speaking high school students is the basis for a discussion of a history-based language syllabus. If the assumption from sociolinguistic theory is correct, that the learner must be aware of the social and cultural meaning of language in order to achieve communicative competence, then a knowledge of the sociocultural background of the target language would help to train the foreign learner to recognize the social rules of language usage. Second language teaching via the medium of history might be particularly useful in Quebec where both French and English speakers need to understand cultural differences. In addition to advantages in the sociocultural order, there are cognitive advantages to the method. By reading and understanding history, the student will develop specific cognitive language skills that are implicit in the historical method, for example interpreting concepts and developing data logically and sequentially. In this way, the learner is becoming a creative and critical thinker. Some of the class activities one would use in such a method are communication activities, cognitive exercises reflecting the stages of historical writing, and grammar exercises. (AMH)

ED 231 212 FL 013 764

Regent, Odile
L'anglais dans les facultes scientifiques: Pourquoi, quand, comment? (English in Science Faculties: Why, When, How?)
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
PUB DATE- 82
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Second Language Programs; Course Objectives; English for Special Purposes; Foreign Countries; Higher Education; Pharmaceutical Education; Sciences; *Scientific Literacy
IDENTIFIERS- *English for Science and Technology; University of Nancy (France)

The English programs in two schools at the University of Nancy, France, are described and compared. At the School of Science, foreign languages are compulsory in the first two years; at the School of Pharmacy, short courses in English have been introduced for students in their fourth and fifth years. Recently the objective of the Science School courses has been to develop in the students the ability to continue their study in a self-directed way. Also, elective courses for the third and fourth year students have been offered. These have been divided into two groups: two 18-hour modules for beginners and two other modules concentrating on oral expression; and a six-day session at the beginning of the year for students with some facility in English. In the School of Pharmacy, the courses are divided into three sections. These are of the directed study type for students oriented toward research and toward industry. Other students have the option of listening to recorded lectures, and a third group takes a regular course in English. In addition, a course for all pharmacy students has been inaugurated in oral English expression on pharmaceutical subjects. The conclusion is that short needs-based courses are best introduced into science syllabi when students experience needs for English. (AMH)

ED 231 119 EC 151 994

McCabe, Don
English Spelling: The Simple, The Fancy, The Insane, The Tricky, and The Scrunched Up. "Great Idea" Reprint Series #612.
AVKO Educational Research Foundation, Inc., Birch Run, MI.

PUB DATE- 82
AVAILABLE FROM- AVKO Educational Research Inc., 3084 W. Willard Rd., Birch Run, MI 48415 ($1, quantity price $0.50).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavior Disorders; Classification; Elementary Education; *Phonetics; *Reading Difficulties; *Spelling Instruction; *Teaching Methods

The author explains the five-pronged approach to reading and spelling through classifying words into "simple," "fancy," "insane," "tricky," and "scrunched up" categories, and reports average gains of two grade levels in one semester by junior high school students with severe behavioral problems who learned the approach. Examples of the five word categories are "train" (simple), "precious" (fancy), "wuzz" for "was" (insane), "bare"/"bear" (tricky), and "hafta"/"have to" (scrunched up). Included are charts with columns of simple and fancy spelling, phonetic translations and foreign words, and words from the adult world. (MC)

ED 231 197 FL 013 748

English Language Teaching Profile: Saudi Arabia.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; International Educational Exchange; *Language Role; Language Teachers; Proprietary Schools; Public Education; *Second Language Instruction; Technical Assistance
IDENTIFIERS- *Saudi Arabia

The role and status of English in Saudi Arabia are examined, with attention directed to: (1) English within the education system; (2) teachers of English; (3) English outside the education system; (4) materials support; (5) British support for the teaching of English; and (6) English syllabi at intermediate, secondary, and higher education levels. English is the only foreign language taught at the elementary and secondary school levels. In all government schools, English is taught as a compulsory subject at the intermediate stage (from 12 to 15 years of age) through the secondary stage (15 to 18 years of age). In addition, English is taught at the following universities: The University of Riyadh; The King Abdulaziz University, Jeddah; The University of Petroleum and Minerals, Dhahran; and The King Faysal University (Medicine, Architecture and Planning, Agriculture and Veterinary Science Faculties). The Riyadh Languages Institute is a commercial school that teaches both English and Arabic. In Saudi Arabia as a whole, there are currently about 150 British staff engaged primarily in English language teaching and/or materials production. Since very few of the Westerners and Asians working in Saudi Arabia have knowledge of Arabic, English is the medium of communication, and the ability to converse in English is likely to be helpful to the Saudi seeking employment. Most technical and military training courses undertaken overseas are preceded by English language courses. A report on visits to secondary and intermediate schools to assess language laboratories for English language teaching in Riyadh schools is appended. (SW)

ED 231 227 FL 013 788

Blake, Lincoln C.
Redirecting Student Interests: Africa and Asia.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *African Culture; Asian Studies; *Chinese Culture; *Cross Cultural Training; Foreign Countries; Higher Education; Non Western Civilization; Student Adjustment; *Student Exchange Programs; *Study Abroad
IDENTIFIERS- *Africa; *Asia

Suggestions for students preparing for foreign study in Asia and Africa are presented. It is noted that cooperation and peace may be linked to developing successful programs in the non-Western world. The brief time that students spend in the host country enables the student to describe what the foreign values seem to be, but probably without penetrating deeply into why those structures operate as they do. The students are more likely to gain new perspectives on their own ideas and behavior. It is necessary to travel, experience, and study in these parts of the world in order to gain awareness of the people and life. To make the encounter as insightful as possible an orientation is very important. In addition to the obvious topics such as passports, clothing, and health needs, other matters are more subtle, such as the appropriate gifts to take, information about travel on site, receiving/sending mail or phone messages, and warnings peculiar to each country. Orientation should also make students more fully aware of themselves as Americans, since they will stand out as Americans and probably as whites, and will discover a host of stereotypes attached to them. Finally, appropriate coursework in preparation for foreign study is important. The student should be familiar with the history and current politics of the host nation, and the daily habit of reading a newspaper from the host coutnry is valuable. The difficulties of encountering the Kenya culture and constraints felt by American students studying in China are briefly addressed. (SW)

ED 231 242 FL 013 805

Burt, Andy; And Others
Immersion francaise precoce: Musique 1-7 (Early French Immersion: Music for Grades 1-7).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Applied Music; Curriculum Guides; Educational Objectives; Elementary Education; *French; *Immersion Programs; Instructional Materials; Learning Activities; Musical Instruments; *Music Education; Singing; Teaching Methods
IDENTIFIERS- *British Columbia

This curriculum guide in music is intended for use in grades 1-7 in the early French immersion program. The program is presented as one that contributes to the development of the child, calls for flexibility and diversification, and requires a solid music education on the part of the teacher. The guide presents the following topics: (1) statements of objectives; (2) the elements that go into preparation of a lesson in music; and (3) outlines of the program of music activities for kindergarten and grades 1-7. Appendices include a bibliography, suggested songs for each grade, pedagogical techniques for teaching a song, suggestions for breathing and relaxation exercises, suggestions of instruments to use and exercises for them, and lists of records, books, literature, and films. (AMH)

ED 231 272 HE 016 258

Geographic Origins of Students, Fall 1981.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
REPORT NO.- SUNY-OIR-2-83
PUB DATE- Apr 83
AVAILABLE FROM- State University of New York, Central Staff Office of Institutional Research, Albany, NY.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; Place of Residence; School Location; *State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Fall 1981 statistics on the geographic origins, or permanent residence, of credit course students attending institutions of the State University of New York are presented. Student and institutional data elements include the following: student level (undergraduate/graduate); student load (full-time/part-time); permanent residence (for New York State residents, county of residence; for other U.S. residents, state of residence; and for nonresident aliens, country of residence); institutional location (for state-operated/funded institutions, the county of location; and for community colleges, the sponsorship area). Summary data are provided on enrollment by student course load, level, and permanent residence for the complete State University system and for each institution. Separate tables for each New York State county indicate the number of students by student load attending each individual institution. Finally, a trend table for 1959-1981 indicates for each institution and institutional type the percent of the institution's full-time students who come from the institution's area of location, within the state but outside the institution's location, other states, and other countries. (SW)

ED 231 287 HE 016 274

Saslaw, Rita S.
A Biographical Study of the Female Students at Oberlin College: 1836-1860.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational History; Education Work Relationship; *Family Life; *Females; Higher Education; Males; Role Perception; *Sex Role; Single Sex Colleges; United States History; Volunteers; *Womens Education; Womens Studies
IDENTIFIERS- *Oberlin College OH

Based on information on women who attended Oberlin College between 1833 and 1860, a sketch is drawn on the lives of American females during that period. Attention is directed to such demographic factors as the area of the country from which they entered the Oberlin College, the number of years they remained at the college, their mobility, marriage, husbands' occupation, and the womens' occupation or level of volunteer work. The research suggests that the changes in the lives of these women were minor, in contrast to the role of the male in the nineteenth century. The female of this period, in spite of her newly acquired education, remained the tender, Christian nurturer of her family and of society. It is concluded that there was conflict as a result of advanced education that was deeply felt by many of these women as they attempted to set future goals. They resolved this conflict by creating new roles for themselves, which revolved around the philanthropy allowed them by their newly found leisure time. This new time resulted from changes in the economy as well as those in education of women. These new roles were an outgrowth of the religious evangelism that they experienced at Oberlin College. (SW)

ED 231 317 HE 016 391

Presley, Jennifer B.
An Analysis of Enrollment Trends in Connecticut Higher Education: 1982. Research Report R-2-83.
Connecticut State Board of Higher Education, Hartford.

PUB DATE- May 83
AVAILABLE FROM- Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Age Groups; *College Students; *Enrollment Trends; Females; Full Time Students; Higher Education; *In State Students; Institutional Characteristics; Males; *Minority Groups; Out of State Students; Part Time Students; Private Colleges; Race; *Sex; State Colleges; State Surveys
IDENTIFIERS- *Connecticut

Fall 1982 enrollment trends in Connecticut higher education are presented in narrative and statistical summaries. In addition to current and historical trends, enrollment is examined by student gender, minority status, residence status, and age. Detailed tables also present the information for specific institutions and sectors. Highlights include the following: total enrollment in Connecticut colleges and universities is leveling off after growing rapidly in the 1960s and less rapidly in the 1970s; most of the growth in enrollment over the past 6 years has been in the part-time undergraduate category; in fall 1982, 86,936 women and 75,551 men were enrolled in Connecticut higher education institutions; there were 13,326 minority students in fall 1982, and the enrollment of minorities grew 26.2 percent between 1976 and 1980, compared to a national growth rate of 15.3 percent; 82.6 percent of all students in Connecticut colleges and universities in fall 1982 were Connecticut residents; in-state students represented 95.0 percent of the public sector and 62.3 percent of the private sector; two-thirds of undergraduates were 18-24 uears old, and 91.3 percent of students in this age group were full-time, while 33.2 percent were part-time. (SW)

ED 231 332 IR 010 729

Charp, Sylvia; And Others
Layman's Guide to the Use of Computers in Education.
Association for Educational Data Systems, Washington, D.C.
PUB DATE- 82

AVAILABLE FROM- Association for Educational Data Systems, 1201 16th St., N.W., Washington, DC 20036 ($4 ea., 10-99, $3.50 ea., over 99, $3 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Automation; *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; *Computers; Data Processing; Glossaries; Management Information Systems; *Programing Languages
IDENTIFIERS- Computer Simulation; *Computer Uses in Education

This book is designed to introduce educators to basic computing concepts, acquaint them with specific educational applications, and bridge the gap between technology in educational practice by interesting them in educational computing. A brief introduction and review of historical perspectives are followed by a description of computer applications in instruction. Specific topics addressed are computer literacy, computers as an instructional aid, computers as a subject of instruction, word processing, computer assisted instruction, computer managed instruction, information storage and retrieval, guidance and counseling, vocational education, other projects, and the future. The main components of a computer system are explained, including input, storage or memory, the control unit, arithmetic and logic unit, output, and microcomputers. A chapter on computer languages focuses on Assembler Language, COBOL, FORTRAN, PL/1, and BASIC. Administrative applications discussed are database management systems, management information systems, new administrative computer systems, software, the data processing center, advisory committee, development, operations, and maintenance. A discussion of office automation and an appendix containing computer term definitions complete the guide. (LMM)

ED 231 347 IR 010 755

Rumble, Greville
The Open University of the United Kingdom. An Evaluation of an Innovative Experience in the Democratisation of Higher Education. DERG Papers Numer 6.
Detroit Public Schools, MI. Div. of Educational Services.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrative Organization; Adoption (Ideas); Cost Effectiveness; *Educational Innovation; *Higher Education; Instructional Materials; Objectives; Open Universities; *Program Development; *Program Implementation; Student Characteristics; Teaching Methods
IDENTIFIERS- *Distance Education; *Open University (Great Britain)

This 10-section report on the activities of the Open University of the United Kingdom as an innovative institution with a concern for democratization of higher education begins with a discussion of the criteria for an innovative organization. The origins of the University and the intentions of its early planners are then discussed, followed by a description of development of objectives in the advisory and planning committee stages. Both the major academic programs (undergraduate, continuing education/associate student, and higher degree), as they have evolved since 1969, and related programs such as institutional evaluation and research, academic research, international activities and marketing are covered in section 4. Additional sections (1) describe the University's multimedia, distance teaching approach, including assessment and certification; (2) present information on the student population; (3) provide a resume of published information on the University's cost efficiency in comparison with others in Great Britain; and (4) present an overall evaluation of the institution's success, and the extent to which the system can be generalized elsewhere. A comprehensive bibliographic essay, reviewing the literature on the Open University concludes the report. A 5-page reference list, 10 figures, and 24 tables are included. (LMM)

ED 231 362 IR 050 236

Danky, James P.
Recommendations for Improved Library Service and Collections for the Racine County Historical Museum, Racine County Historical Society, and the Racine Public Library.
PUB DATE- 26 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Institutional Cooperation; Library Collections; Library Facilities; Library Services; *Local History; Long Range Planning; Mergers; Methods; *Museums; Policy Formation; *Public Libraries; Shared Facilities
IDENTIFIERS- *Historical Societies; *Wisconsin (Racine)

Eight recommendations made by a consultant are presented: (1) the Racine County Historical Society and the Racine County Historical Museum should consolidate; (2) the Museum/Historical Society should formulate formal long-range plans; (3) the Museum/Historical Society should create written policies and and procedures covering personnel, space utilization, volunteers, and collection development; (4) the Racine County Public Library collections should be consolidated and moved to a remodelled and enlarged facility in the Museum building; (5) the Museum/Historical Society should become formally active in the work of the Public Library, and all local history/genealogy library materials and services should eventually be relocated at the Public Library; (6) there should be cooperation between the Museum/Historical Society and the Public Library in the maintenance of photograph collections and the possible use of a microcomputer for indexing materials of local importance; (7) title to all existing library materials should be transferred to the Public Library; and, (8) following the physical integration of Museum/Historical Society and Public Library materials, duplicates should be deaccessioned. Appendices comprise a proposed collection development policy, a proposed deaccessioning procedure, and details of available space in the existing and proposed library areas in the Museum building. (ESR)

ED 231 391 IR 050 317

Bellassai, Marcia C.
Survey of Federal Libraries. Fiscal Year 1978.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of Libraries and Learning Technologies (ED), Washington, D.C.
REPORT NO.- NCES-83-209
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Federal Government; *Government Libraries; *Library Collections; *Library Expenditures; Library Materials; *Library Personnel; *Library Services; Library Surveys; National Libraries; Questionnaires; Tables (Data)
IDENTIFIERS- *Library Statistics

This study presents detailed data on the activities, expenditures, resources, functions, and staff of libraries serving the federal government in fiscal year 1978. It is the fifth comprehensive survey of federal libraries in the continental United States and overseas. The report presents the latest data on federal libraries since 1972. It identifies 2,142 federal libraries, of which 1,880 provided responses in the survey. Collection holdings of almost 200 million items, expenditures of over half a billion dollars, and an estimated total of almost 60 million individual service contacts are reported. Following introductory material, findings for key data items are shown in Chapter 2 by broad categories of libraries. Summaries of all survey data are reported in Chapter 3 by governmental organization and by type of library. Chapter 4 details the distribution of libraries, resources, and services by location. Descriptions of libraries serving the various governmental organizations, and the characteristics of various types of federal libraries are covered in Chapters 5 and 6. Appendices include a listing, by location, of libraries identified in each governmental organization, and complete statistical data for individual libraries listed by type of library, by location, and by government agency. A discussion of survey methodology and copies of survey documents are also appended. Numerous tables are provided throughout the report. (ESR)

ED 231 435 JC 830 256

Varty, James W.
Microcomputers in the Management of Cooperative Education Placement and Career Services: Developing a Management Information System in Career Centers.
PUB DATE- 26 Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Programs; *Cooperative Education; Data Analysis; Data Collection; *Data Processing; *Equipment Evaluation; *Management Information Systems; *Microcomputers; Postsecondary Education

Prepared for cooperative education placement and career service professionals, this paper considers the applications of microcomputers in the development of a comprehensive management information system (MIS) for cooperative education programs. After noting the complicated information needs of cooperative education and common weaknesses of current data collection and utilization methods, the paper outlines several steps in the development of a comprehensive MIS: (1) clearly articulating external expectations and program objectives; (2) specifying information needs; (3) identifying data for collection; and (4) establishing a systematic approach to data collection, storage, and manipulation. The applications of microcomputers in the implementation of the system are then considered. Software and hardware selection are discussed in terms of available resources and information needs, the educational applicability of the computing component, the integration of the microcomputer with the institution's mainframe computer; and the simplicity and efficiency of the equipment. After examining the advantages of using microcomputers in cooperative education (e.g., the availability of well-developed programs for file creation and word processing and increased storage capacity and speed of information retrieval), the disadvantages are discussed (e.g., potential difficulties in loading information from the mainframe and software problems). (LL)

ED 231 450 JC 830 294

Kerstiens, Gene

Evaluation of the Policies, Practices and Procedures: Cooperative Career Education Program, El Camino College.

El Camino Coll., Torrance, Calif.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Administrator Attitudes; Community Colleges; *Cooperative Education; Counselor Attitudes; *Experiential Learning; Instructor Coordinators; *Program Effectiveness; School Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges; Two Year College Students; Vocational Education; Work Experience Programs

A study was conducted to assess the effectiveness of El Camino College's Cooperative Career Education (CCE) program, which awards credit for on-the-job experiential learning related to a student's course of study. Surveys designed to obtain demographic data, information on course withdrawals, and perceptions of the program were distributed to 735 students enrolled in CCE during fall 1982, 56 CCE instructors, 13 counselors, and 19 college administrators. Selected findings, based on responses from 32% of the students, 71% of the instructors, and 69% of the counselors and administrators, included the following: (1) 23% of the students had dropped their CCE course; (2) over 80% of the students agreed or agreed strongly with 17 of 20 statements reflecting positive evaluations of various programs aspects; (3) 35% of the students did not feel that CCE had assisted them in being promoted or receiving a pay raise; (4) paperwork requirements and difficulties in contacting students were the primary instructor problems; (5) 22% of the counselors felt they had insufficient program information and 34% doubted CCE's academic integrity; and (6) administrator responses indicated a lack of knowledge about the program. The study report includes recommendations for CCE's improvement, item-by-item survey responses for each group, and responses to open-ended questions. (LL)

ED 231 478 JC 830 327

Ryan, Gordon Jeremiah

A Study to Determine the Loci of Knowledge of and Support for Brookdale Community College.

PUB DATE- 1 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adults; Age; *Community Attitudes; Community Colleges; Community Surveys; *Educational Needs; Ethnicity; Females; Income; *Individual Characteristics; *Knowledge Level; Males; Needs Assessment; *Participant Satisfaction; Place of Residence; Questionnaires; Two Year Colleges
IDENTIFIERS- New Jersey (Monmouth County)

In winter 1982, a study was conducted to determine whether support for and knowledge of Brookdale Community College (BCC) were affected by demographic indicators such as age, sex, ethnicity, income, and residence. Surveys mailed to 195,000 addresses in Monmouth County asked respondents about their knowledge and use of various college services and their satisfaction with the services they had used. Questions related to knowledge (i.e., Have you heard about, or attended, or used services of BCC?); satisfaction (i.e., How well satisfied are you with the services or courses you have used?); and need (Are there needs in Monmouth County that BCC is not meeting at this time?) were analyzed by demographic subpopulations. Findings, based on a 5.9% response rate, included the following: (1) there were no significant differences in knowledge of or satisfaction with BCC based on proximity of residence to the college; (2) middle and higher income respondents were more knowledgeable about and satisfied with BCC than lower income respondents; (3) lower income respondents were significantly more likely to feel that there were unmet educational needs in the county; (4) Asian and White respondents were more knowledgeable about BCC than Blacks and Hispanics, but a higher percentage of Whites and Blacks were "very satisfied" with the college than Asians or Hispanics; (5) women were more knowledgeable about and satisfied with BCC than men; and (6) respondents aged 19 or under were more knowledgeable about the college than the population as a whole. The survey instrument is appended. (LL)

ED 231 492 JC 830 345

Long, James P.
Industry Speaks to Two-Year Colleges about High Technology.
PUB DATE- 20 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Demand Occupations; *Employer Attitudes; Employment Projections; Futures (of Society); Labor Market; Labor Supply; *Technical Education; *Technical Occupations; *Technological Advancement; *Two Year Colleges

A summary is presented of the major conclusions of seven regional conferences on high technology and the two-year college conducted by the National Postsecondary Alliance. The conclusions were drawn from the addresses of representatives from more than 40 firms, who responded to questions concerning their companies' involvement with high technology and the role of the two-year college in preparing students for jobs. Their opinions, predictions, and suggestions included the following: (1) industry has become heavily involved in training people for high-technology jobs; (2) computers are at the core of all high-tech fields; (3) not all employees will need to know computer programming, but programming jobs will increase dramatically; (4) the medical/health field will not add many jobs for two-year college graduates trained as pharmaceutical and biomedical technicians; (5) robots will take over many jobs; (6) computer-assisted design is revolutionizing drafting, design, and engineering professions; (7) the semiconductor industry is still growing and will continue to create technical jobs; (8) graduates of 6-month proprietary schools often perform better on the job than two-year college graduates; (9) there will be many openings for technicians in the communications field; (10) the aerospace industry and the military are leading the way in technical education; and (11) the high costs and short lifespan of computer software are causing a predicament in the software industry. (LL)

ED 231 091 EA 015 788

D'Amico, Joseph J.
The Effective Schools Movement: Studies, Issues, and Approaches.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Definitions; Demonstration Programs; Educational Assessment; Educational Policy; Elementary Secondary Education; Local Issues; *Models; Program Validation; *Research Problems; *School Effectiveness

Four influential studies on school effectiveness reported by Brookover and Lezotte (1979), Edmonds and Frederiksen (1979), Phi Delta Kappa (1980), and Rutter and others (1979) are limited in their usefulness as recipes for creating effective schools by the following four issues: (1) The four studies differ in their definition of what "effectiveness" means. This variety of definitions should alert practitioners to the inadequacy of generalizing from these studies and the need to develop their own concept of effectiveness tailored to their particular situations. (2) The studies' lack of agreement on which characteristics most contribute to school effectiveness, and discrepancies between their conclusions and specific findings, should encourage practitioners to develop their own list of situation-tailored effectiveness characteristics. (3) The reliability of the studies' results is made questionable by the use of standardized, norm-referenced tests as indicators of academic achievement and by other aspects of the studies' research techniques and strategies. (4) Practitioners should be aware that the studies indicate correlations rather than causal relations, and thus refrain from using the studies as a recipe for creating effective schools. They should also heed the studies' emphasis on the importance of characteristics' interaction over any single characteristic. (JBM)

ED 231 149 EC 152 589

Bauserman, Deborah; And Others
Autism in Virginia: A Statewide Study. Summary. and A Study of Statewide Services for Persons with Autism in Virginia. Final Report.
School for Contemporary Education, Springfield, Va.
SPONS. AGENCY- Virginia State Dept. of Mental Health and Mental Retardation, Richmond. Developmental Disabilities Unit.
PUB DATE- Sep 81
GRANT- DD-79-16
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Autism; Definitions; Delivery Systems; Elementary Secondary Education; Facility Case Studies; Parent Attitudes; Residential Programs; *Special Education; *State Programs
IDENTIFIERS- *Virginia

The two documents combined here both pertain to the same 18 month study of autism in the state of Virginia. "Autism in Virginia" is a six page summary of the 250 page final report; it is intended for parents and professionals needing to get at the highlights of the larger document. The final report presents detailed findings from a study of services for persons with autism in Virginia. A literature review section includes an annotated bibliography on 17 aspects, including history of autism, definition, assessment, etiology, education and treatment, family factors-parent involvement, adolescence and adulthood, model programs, and books for children. Each section includes a narrative summary and references for further reading in addition to the annotated listing. Data gathering involved developing a checklist for the definition of autism; surveying 118 parents or guardians; surveying public schools, and public and private institutions; and evaluating services based on site visits to 12 facilities. (Parent survey, autism checklist, and evaluation information are appended.) Among the findings were that: 98 percent of the persons described by their parents on the Autism Checklist were considered to be autistic; parents indicated primary needs for education and training in socialization, specifically in the use of leisure time; and that most available services reported by 41 facilities included education, training or treatment/growth services followed by identification, support, and family services. Specific recommendations were offered for identification and diagnostic services (including adoption of a state definition of autism); education, training, and treatment services; related support services (including establishment of mandatory levels of speech and language training); family services; employment services (including funding for followup); living services; and social, legal, and informational services (including use of a computerized management information system). (CL)

ED 231 182 FL 013 612

Mackey, W. F.
Language Policy in Ireland and Canada: A Comparative Survey.

PUB DATE- 26 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bilingualism; Comparative Analysis; Cultural Influences; *Economic Factors; Educational Environment; Employment Patterns; English; Foreign Countries; French; *Geographic Distribution; Language Usage; *Official Languages; *Public Policy; Social Distribution
IDENTIFIERS- *Canada (French Provinces); *Ireland; Irish (Modern)

Both Ireland and Canada are officially bilingual countries. There are similarities between the two countries and differences with regard to numbers of speakers and purposes for which speakers use Irish or French. Yet, a comparison of language policy in the two countries is possible, one which would focus on demographic, economic, social, cultural, political, and juridical aspects of language status. The demographic aspect reviews percentages of unilingual and bilingual French and English speakers in Canada and compares the situation with Ireland. The economics discussion focuses on employment opportunities and notes that the language of work is the one which achieves economic status. The social status of language indicates the importance of education in enhancing language status. For example, the cultural status of a language is dependent upon education, a situation clearly evident in Quebec where both French and English populations have had their own school systems including universities. With regard to the political aspect, linguistic territoriality provides political leverage to enact language policies. Finally, the juridical status of language depends on the decision of the state. In conclusion, a distinction is made between functional and symbolic bilingualism, and it is noted that language autonomy seems to depend on economic advantage. (AMH)

ED 231 257 HE 016 234

A Report by the Board of Regents to the Governor and Legislators on State Student Financial Aid Programs.

State Univ. of New York, Albany. Office of the Regents.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- College Students; *Federal Aid; Federal State Relationship; Higher Education; *State Aid; *Statewide Planning; *Student Financial Aid; *Student Loan Programs; Trend Analysis; Tuition
IDENTIFIERS- *New York; Supplemental Tuition Assistance Program NY; *Tuition Assistance Program NY

Recent developments in New York State's student financial aid programs and the scope of federal programs in the state are examined, along with the relationship of state and federal programs. In addition, trends in awards and payments in the Tuition Assistance Program and overall recommendations of the Board of Regents are presented. Current trends include the following: loans and grants for 1981-1982 totaled $1,463.7 million, of which $283.4 million was for the Tuition Assistance Program (TAP) and the Supplemental Tuition Assistance Program (STAP); of all state-administered student aid programs, the Guaranteed Student Loan Program showed the greatest increase; the estimated number of undergraduate TAP recipients in 1981-1982 increased by 2.5 percent from 1980-1981; and the average TAP award for undergraduates increased by an estimated 9.9 percent over the last year ($841 to $924). The Regents offer the following recommendations: elimination of $200 reduction in TAP awards for upper-division students; and extension of eligibility for TAP awards to part-time undergraduates. Statistical tables are presented that provide amounts of aid and number of recipients by program and level for each sector. Additional data report average aid amounts by program and level. (SW)

ED 231 302 HE 016 356

de Rome, E. A.; Wieneke, Chris

Students' Choice of Course and Use of Information and Advisory Services. Research and Development Paper No. 57.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
REPORT NO.- ISBN-909528-11-X; TERC-RD-57
PUB DATE- Apr 81
AVAILABLE FROM- Tertiary Education Research Centre, University of New South Wales, Kensington 2033, New South Wales, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Advising; *Academic Aspiration; *College Students; Decision Making; Enrollment Influences; Foreign Countries; Goal Orientation; Higher Education; Information Needs; *Majors (Students); Questionnaires; Student Attrition; *Student Personnel Services
IDENTIFIERS- *Course Selection; *University of New South Wales (Australia)

The relationships between factors influencing Australian students' course choice and subsequent decisions to withdraw were studied in 1980. Questionnaires were completed at the time of college entry by 1,375 first-year arts, architecture, and engineering students at the University of New South Wales. In addition to factors relating to their field of study and sense of commitment to their course, students evaluated the university's information and advisory resources. It was found that a significant proportion of the students were not firmly committed to their field of study, and many had decided to enroll under time pressures. The existing system of providing information and advice to prospective students was not satisfactory. In particular, it was noted that students who were not recent school leavers were most likely to have had minimal pre-enrollment assistance. Information is provided on: the types of school-based advisory services that respondents consulted, the proportion of school leavers and other students who consulted 13 types of publications, and usefulness ratings of the publications consulted. A final summary lists seven recommendations for use in assisting prospective students to select their courses. (SW)

ED 231 377 IR 050 255

Cook, Michael

Guidelines for Curriculum Development in Records Management and the Administration of Modern Archives: A RAMP Study.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI-82/WS/16
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Archives; Check Lists; Course Organization; *Curriculum Development; Developing Nations; *Educational Planning; Educational Strategies; Guidelines; Paraprofessional Personnel; Postsecondary Education; *Professional Education; *Recordkeeping
IDENTIFIERS- *Archivists; *Records Management

As part of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Records and Archives Management Program (RAMP), this document presents guidelines for the development of basic training programs and courses in archives administration and records management that are particularly aimed at the training needs of developing countries. Following introductory material, the report provides recommendations covering six areas: (1) infrastructures, or the preconditions and elements of planning for training in archives and records management; (2) institutional factors, including those related to facilities, equipment, financial support, staff, and students; (3) educational factors, including those related to training objectives and target groups; (4) entrance levels for professionals and paraprofessionals; (5) the scope and range of curriculum development in archives and records management, including factors related to core courses, courses in common with related professions, and elective courses; and (6) the construction of specific courses for professionals and paraprofessionals. A summary listing of all the guidelines is also provided, as well as a 64-item bibliography on the planning and construction of a curriculum and teaching program in this area. (ESR)

ED 231 406 JC 830 028

Lowe, Irel D.
Program Evaluation at Foothill College.
Foothill Coll., Los Altos Hills, Calif.

PUB DATE- 10 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Ancillary School Services; *College Programs; Community Colleges; Cost Effectiveness; *Evaluation Criteria; *Evaluation Methods; *Program Effectiveness; *Program Evaluation; Retrenchment; Two Year Colleges

Evaluation systems were designed for the assessment of the instructional and non-instructional programs at Foothill College (California) to determine whether the objectives of the programs were being met and to ascertain the direct and indirect costs of the programs. For the instructional programs, criteria for determining effectiveness, revenue efficiency, and centrality to the college mission were specified and weighted. An evaluation committee was formed and 31 programs were selected to be evaluated. Data were collected, a quartile score was assigned by the committee for each criterion, and scores were multipied by the weight factor assigned for each criterion. The programs were then reviewed by the president and deans for a judgment on each program's relation to the overall mission of the college. During the 1981-82 budget cuts, 6 of the 10 lowest ranked programs were eliminated from the college's curriculum. For non-instructional programs, an accreditation-type evaluation was selected, consisting of the identification of programs to be evaluated, a decision on the type of conclusion desired, and appointment of an evaluation team. The evaluation team then defined program objectives; identified constituents served; performed a needs assessment; examined program consequences, costs, and revenues; and made an overall evaluation. The guide for non-instructional program evaluation at Foothill College is appended. (HB)

Knight, Mary M.
Meeting the High Technology Challenge through Articulation: A Discussion of Inhibitors and Enhancers of Vocational Curriculum Articulation.
PUB DATE- 25 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); *College School Cooperation; Community Colleges; High Schools; *Intercollegiate Cooperation; Postsecondary Education; Rural Schools; State Standards; *Statewide Planning; Urban Schools; Vocational Schools
IDENTIFIERS- *Florida

Articulation between educational institutions should ideally specify exit-level competencies for student passage from one educational level to another, and thus avoid course repetition and facilitate credit acceptance. Unfortunately, this has been successfully effected in only a few instances involving a limited number of programs. Greater progress has been made between community colleges and universities than between comunity colleges and county-level vocational schools. Examples of successful articulation agreements in Florida include a mandate that associate in arts degree transfer students be classified as juniors upon transfer, and a common course numbering system assuring equal credit for community college and university courses. The sole instrument, however, for effecting articulation between school districts and community colleges is the coordinating council. Two case studies, conducted in a quasi-rural and an urban county in Florida to determine the effectiveness of vocational curriculum articulation, revealed: (1) a picture of distrust and competition between the vocational-technical school and community college in the quasi-rural county; and (2) an equal lack of cooperation in the urban county despite a longer history of articulation. Solutions to these problems will require cooperation among administrators, the involvement of college personnel in decision making, and clearer lines of responsibility among state agencies. (HB)

ED 231 464 JC 830 312

Gebert, Henriette D.; Lucas, John A.
Follow-Up Study of Dietetic Technician Graduates 1980-1982. Volume 12, No. 9.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Program Evaluation; Questionnaires; Salaries; Two Year Colleges; Vocational Followup

A follow-up study was conducted at William Rainey Harper College (WRHC) to evaluate and obtain externally required information about the dietetic technician program. Surveys were mailed to all 47 of the students who graduated from the program between 1980 and 1982 to obtain information on their employment status, job title, length of service, relatedness of current job to dietetic technician, salary, job search experiences, evaluation of preparation, and continuing education experiences. Study findings, based on a 92% response rate, included the following: (1) 56% of the respondents were employed full-time and 32% were employed part-time; (2) among those employed full-time, 79% were working in a field related to dietetic technician, while only 38% of the respondents employed part-time were working in a related field; (3) about 18% of the respondents reported difficulty in finding a job; (4) 42% of those employed full-time found their jobs through the WRHC program coordinator, clinical faculty, or contacts, and 21% found their jobs on their own; (5) the average salary of the program graduates was $13,000 per year, compared to an average of $14,373 for all WRHC graduates; (6) 90% of the graduates were satisfied with their jobs, and 70% felt their jobs matched their skills; (7) previously identified dietetic tasks were performed less frequently by 1982 graduates than by earlier graduates; and (8) about 40% of the respondents had continued their education since completing the dietetic technician program. Extensive data tables and the survey instrument are included. (Author/HB)

ED 231 106   EC 151 981

Waldo, Lois; And Others

Functional Communication Board for the Severely Multiply Handicapped.

Kansas Neurological Inst., Topeka.; Kansas Univ., Lawrence. Early Childhood Inst.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

REPORT NO.- ECI-605

PUB DATE- 80

GRANT- 446AH70146; G007804911

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Articulation Impairments; Language Acquisition; *Language Handicaps; *Multiple Disabilities; *Sensory Aids; *Severe Disabilities; Teaching Methods; *Training Methods; Training Objectives

IDENTIFIERS- *Communication Boards; *Functional Speech and Language Training Program

A manual for training the severely multiply handicapped to use communication boards is presented, based on the Functional Speech and Language Training Program. The target group are persons who need a mode of communication but who have poor speech, and poor hand and finger control. A description of the communication boards and symbols includes an explanation of the pointing mode and the way the symbols are grouped grammatically on the board to allow construction of a sentence. Procedures are outlined to use with students who rarely make any sounds; students who may make many sounds but who rarely make different sounds, or who rarely sound as if they are saying words; and students who have poor articulation of their speech and who require only a few signing cues to make themselves understood. For the focal area of "persons and things," nine training steps are presented that are designed to introduce the student to the concept of language and its uses. Each step includes a description of the training goal for the step, a list of training items needed, a description of procedures to be used, training instructions, and a set of instructions used in programing for generalization. The training steps also include two types of scoring forms for recording the student's responses in each session and summary forms to record progress across sessions within the step. Criterion performance is addressed, aong with the training procedures of shaping, prompting, and putting-through (e.g., moving hand to point to the correct object). Videotapes are also part of the training packet. (SEW)

ED 231 120 EC 151 995

Sloane, Howard N.; Endo, George T.
Using Self-Instructional Materials to Train Parents of Young Handicapped Children in Solving Behavior Problems. Final Report.
Utah Univ., Salt Lake City. Dept. of Educational Psychology.

PUB DATE- Nov 82
GRANT- G0079101344
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Affective Measures; *Autoinstructional Aids; *Behavior Modification; *Behavior Problems; *Disabilities; Early Childhood Education; Elementary Education; *Instructional Materials; Observation; *Parent Education; Program Development; Program Effectiveness; Program Evaluation; Reliability; Research Design; Validity

The 3-year project developed self-instructional programs and evaluated parent use of these programs (approximately 185 families) to improve behavior problems of their handicapped children, aged 3 to 9. The project's format included five goals (e.g., determination of the degree to which parents can treat behavioral problems without professional contact) and development of seven "cookbook" programs to solve problems such as tantrums and interrupting. The first year was spent developing logistics and assessment instruments for the program and included visits by trained observers to the homes of 75 families during three 1-hour sessons per week; however, no interpretable data were obtained due to high family attrition and low frequency of child behaviors. The second year included lower attrition due to use of parent-recorded behavioral measures but these measures had problems with reliability and validity. Positive change was reported by nearly all the 20 participating families. The third year included significant modification of parent report measures resulting in reliable and valid data, and completion of the study by 24 families, thereby providing 72 evaluations across seven different programs, with such results as 59 evaluations showing positive change. Included are substudies on attrition, parent charts, and numerous graphs. (Author/MC)

Hearing Impaired: Curriculum Guide.

Alberta Dept. of Education, Edmonton.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Sign Language; Art; Auditory Training; Communication Skills; Curriculum Guides; Delivery Systems; Drama; Elementary Secondary Education; *Hearing Impairments; *Language Arts; Mainstreaming; Mathematics; Models; Music; Physical Education; *Prevocational Education; Program Development; Reading; Resource Materials; Sciences; Social Studies; Special Classes; Syntax; Teaching Methods; Total Communication; *Vocational Education
IDENTIFIERS- Alberta

The curriculum guide is intended to assist families, school administrators, and teachers providing educational services to hearing impaired (HI) children in regular and special classes in Alberta, Canada. Explained in the introduction are such curriculum aspects as goals and purpose, population to be served, eligibility criteria, three alternatives for educational placement, and testing. The preschool program is described in relation to assessment and programing, seven models of organizing service (e.g., home visiting program), and such components as auditory training and total communication. Presented next are strategies for developing communication skills, including auditory training, speechreading, sign language, and speech. A guide for the language arts program contains such components as objectives for grades 1 through 12; strategies for teaching syntax, vocabulary, reading, and drama; resource lists; and an appendix with a language record book and a chart for selection of standardized tests. Usually specified for the areas of mathematics, science, and social studies are goals, purposes, and strategies for modifying the language or integrating the curriculum from preschool through high school levels. A vocational skills section, constituting more than half the document is divided into six age levels, each covering three years, from birth to 16 and over, and is presented in chart form by objectives, teaching strategies, and materials. Charted living/vocational skills are: understanding self and getting along with others, deaf studies, travel, safety, world of work, home management, money management, and citizenship and individual responsibility. Next presented briefly are objectives and strategies in the areas of physical education, music, art, and drama. Appended are an overview of the living vocational skills by level, resource lists for each objective, and a questionnaire for evaluation of the resource guide. (MC)

ED 231 165 EC 152 660

Bishop, Elizabeth S.
Education of Physically Handicapped Children in Great Britain.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Trends; Elementary Secondary Education; Foreign Countries; Hospitals; Multiple Disabilities; *Physical Disabilities; Preschool Education; Program Descriptions; *Residential Programs; *Special Education; Special Health Problems
IDENTIFIERS- *Great Britain

The paper presents a brief review of the regular education system in Great Britain followed by a more indepth examination of special education for physically handicapped students. The history of special education is discussed with particular emphasis on changes since the Warnock Commission (1974-78). Services for physically handicapped students are explained to be centered in residential special schools frequently located in rural areas. Two special day schools in Conventry and London and numerous residential schools are described. Educational programs serving older physically handicapped students are noted. A final section considers five emerging issues: the education of physically handicapped children with additional handicaps, the education of preschool children, education of children in hospital schools, schools for "delicate" (special health problem) children, and recreation for the disabled. (CL)

ED 231 213 FL 013 765

Riley, Philip
Topics in Communicative Methodology: Including a Preliminary and Selective Bibliography on the Communicative Approach.
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- Applied Linguistics; *Language Research; Notional Functional Syllabi; *Second Language Instruction; Sociolinguistics; *Speech Acts; *Speech Communication; Teaching Methods; *Threshold Level (Languages)

A large number of materials and foreign language teaching methods use the communicative or functional approach; however, a systematic basis for the choice of appropriate methodologies has not yet been developed. The cause of this situation can be found in the historical and epistemological development of speech act theories and discourse analysis theories. Some of the weaknesses in the approach and materials are there because of misuse of the theories or the "threshold level" publications, and because of weaknesses inherent in the materials themselves. For example, they concentrate on the verbal aspects of communication and neglect facial expression and gesture. Some suggestions for research are: (1) developing a theoretical sociolinguistic model for the requirements of a communicative methodology, (2) developing techniques for helping learners to discover and practice their interpretive strategies through the use of authentic documents, (3) working out learning-to-learn activities that will develop learner autonomy, (4) working on integrating linguistic and communicative competence in language programs, and (5) investigating the relationship between findings in the sociology of knowledge and communicative teaching approaches. A selective bibliography on the communicative approach is appended. (AMH)

ED 231 243 FL 013 806

Burt, Andy; And Others

Immersion francaise precoce: Education physique 1-7 (Early French Immersion: Physical Education for Grades 1-7).

British Columbia Dept. of Education, Victoria. Div. of Public Instruction.

PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Course Content; Curriculum Guides; Educational Objectives; Elementary Education; *French; *Immersion Programs; *Physical Education
IDENTIFIERS- *British Columbia

This curriculum guide for physical education is intended for use in grades 1-7 in the early French immersion program. It is a translation of the regular physical education program and a compilation of references and supplementary teaching material. It is noted that because of the comparative lack of references in French, much of the reference material is in English in order to satisfy the demands of the program. The manual presents the following topics: (1) an introductory chapter presenting the goal of the guide, and program philosophy and objectives; (2) organization and administration of the program including a discussion of schedule, equipment, facilities, attendance at classes, uniforms for both students and teachers, and security; (3) a program guide, including a discussion of program foundations, organization of the learning environment, and evaluation; and (4) program content, including games, dance, gymnastic exercises, water and swimming activities, and open air activities. Each section includes a list of references and films. (AMH)

English Teaching Profile: Sierra Leone.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Curriculum Development; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Materials; International Educational Exchange; *Language Role; Language Teachers; Preservice Teacher Education; *Second Language Instruction; Technical Assistance
IDENTIFIERS- *Sierra Leone

The role and status of English in Sierra Leone are examined, with attention directed to: (1) English within the education system, (2) teachers of English, (3) materials support; (4) educational administration for English teaching, (5) development and planning, (6) British support for the teaching of English, and (7) commercial opportunities. Although English is the official language of Sierra Leone, numerous tribal languages are also spoken. English is part of the curriculum in nearly all schools, and there is some English training at the Technical Institute in Freetown. English studies are part of the three-year training of secondary teachers as well as a general teacher's certificate course offered at five primary teacher's colleges. An English program administered by the British Council includes the following objectives: curriculum renewal for primary school English, English language and methodology course development for preservice teacher training, and inservice education for primary teachers to help implement the new English syllabus. Lately, there has been increased interest in the development of indigenous languages for primary schools, and a shift away from dependence on the West is beginning, due in part to less commercial communication with Britain and the rising costs for private study in Britain. Appended materials include a list of texts for primary and secondary schools by subject and a chart of the organization of the Ministry of Education. (SW)

ED 231 228 FL 013 789

Sommer, John G.

Study Abroad in Third World Countries: Issues and Opportunities.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cross Cultural Training; Cultural Differences; *Developing Nations; *Foreign Culture; Higher Education; Living Standards; *School Orientation; Student Adjustment; *Student Exchange Programs; Student Placement; *Study Abroad

Perspectives on studying abroad in third world countries are presented. Fewer than 5% of Americans who study abroad do so in Third World Countries, although economically and politically the United States and these countries are interdependent. In addition, many employers are seeking individuals with cross-cultural training and sensitivity. The reason relatively few Americans study in Third World countries is linked to the commonalities among European and U.S. education systems and backgrounds, and the fact that living in Third World countries is more problematic and inconvenient. Although there may be unreliable transportation and communications, inadequate standards of food and health care, different educational priorities, and political instability in these countries, there are some ways of dealing with these situations. In addition to selecting countries where the potential for such problems is relatively less, it is advisable to work with well-established institutions. One program approach is to organize the semester's activities and to send an experienced and sensitive academic director with each group. Placing students directly into host country universities has advantages but also lessens control and presents the risk of program disruption in case of local disturbances or university strikes or closings. An important step is predeparture orientation, which introduces the participants, outlines the semester program abroad, and provides general background on the cross-cultural issues. Specific responsibilities of the academic director are noted. (SW)

ED 231 258 HE 016 236

Blair, Billie G.
Individual Characteristics, Institutional Affiliation and Productivity: A Case for Review of Funding Policies.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Educational Background; *Grants; Higher Education; Institutional Characteristics; Policy Formation; *Productivity; *Reputation; *Resource Allocation; Scholarship; *Teacher Background; Teacher Characteristics

To determine whether the current concentration of funding awards to faculty at top ranked institutions is justifiable, the individual characteristics of faculty and productivity characteristics were analyzed by institutional type. Based on American Council on Education 1972-1973 data, a stratified sample of 2,530 faculty who held Ph.D.s and were employed at 301 American four-year institutions were studied. The Carnegie Classifications of Institutions of Higher Education was used to classify the institutions as either "top 60," "second-tier," or "other." Attention was directed to predegree background factors (e.g., sex, age, race, and parents' education); preaffiliation academic factors; career goal elements (e.g., tenure, salary, rank, teaching/research time factors); and attitudes. Individual background data did not effectively predict institutional affiliation. However, institutions had an important effect on the professional placement and growth of academics. Productive individuals, wherever they were employed, were found to have similar characteristics. It is suggested that the findings support the view that funding should be more broadly-based in order to promote excellence in individuals regardless of institution of affiliation. (SW)

ED 231 273 HE 016 259

Banta, Trudy W.; And Others

National Institute Of Education Project for Pre-Doctoral Fellows at the University of Tennessee, Knoxville.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Doctoral Programs; Educational Opportunities; *Educational Research; *Federal Programs; Fellowships; *Females; Higher Education; Interprofessional Relationship; Mentors; *Minority Groups; Professional Development; *Research Skills
IDENTIFIERS- *University of Tennessee Knoxville

A formative evaluation of a University of Tennessee, Knoxville, predoctoral project was conducted. The program, which was funded by the federal Minorities and Women's Program, was designed to increase the participation of minorities and women in educational research and development. The project, "Experimental Program for Opportunities in Advanced Study and Research in Education," involved 18 minority and female second-year doctoral students, 19 faculty members, and 8 individuals holding doctorates and employed in local education agencies or other organizations. Students who received fellowship support believed that the project experience had been most effective in increasing their abilities to engage in an internship, work with a mentor, strengthen network ties, and write a research report. According to participants, other factors that distinguished this program from a typical doctoral program included interdisciplinary contact, support for research services and travel, and exposure to a range of issues of interest to minorities and women. A majority of participants believed the project experiences enhanced the employability of students. Several measures indicated that both the production and utilization of research increased as a result of the project. (SW)

ED 231 288 HE 016 275

Science and Technology Education for Civic and Professional Life: The Undergraduate Years. A Report of the Wingspread Conference (Racine, Wisconsin, June 1-3, 1982).

American Association for the Advancement of Science, Washington, D.C.; Association of American Colleges, Washington, D.C.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; EXXON Education Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.
PUB DATE- Jun 82
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; *College Role; *College Science; Educational Needs; General Education; Higher Education; Liberal Arts; Nonmajors; *Science Education; *Scientific Literacy; *Technological Literacy; *Undergraduate Study

The failure of colleges and universities to ensure that all undergraduates become scientifically and technologically educated was addressed at the 1982 Wingspread Conference. Representatives of education, business, government, and other professions considered the place of science and technology education within liberal education and formulated a set of actions and strategies that individual colleges and universities can implement. The conference recommendations are grouped around four main issues: leadership; institutional commitment and support; standards both for admission to and graduation from college; and improvement of science courses and introduction of technology courses for nonmajors. The following two conference papers are also included: "Sputnik, Halley's Comet, and Science Education" (F. James Rutherford); and "The Place of Science and Technology in the Liberal Arts Curriculum" (David S. Saxon). The first paper introduces the problem by noting that students are avoiding science and mathematics courses/majors, the science/mathematics curricula are obsolete, and there is a cutback in support of science teaching. The second paper includes examples that illustrate our inability to distinguish between sense and nonsense in matters concerning science and technology. (SW)

ED 231 318 HE 016 392

Gomberg, Irene L.; Atelsek, Frank J.

Neuroscience Personnel and Training.

American Council on Education, Washington, D.C. Higher Education Panel.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

REPORT NO.- ACE-HEP-57

PUB DATE- Jun 83

CONTRACT- NSF-SRS-8117037

GRANT- NEH-OP-20027-81-2233

AVAILABLE FROM- Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Anatomy; Behavioral Sciences; *College Faculty; *Doctoral Programs; *Enrollment Trends; Graduate Study; Higher Education; Medical Education; *Neurology; Physiology; *Postdoctoral Education; Questionnaires; Research

The administrative structures that provide graduate neuroscience training at doctorate-granting institutions were studied, along with the number of faculty, research doctorates, graduate students, and postdoctorate trainees in neuroscience programs. Attention was also directed to the opinions of neuroscience experts regarding employment, training, and research in the future. In addition to 181 institutions that are members of the Higher Education Panel, seven nonpanel institutions having doctorate-level neuroscience activity were surveyed. Findings include the following: nearly three-fifths of the 188 institutions awarded Ph.D.s in traditional fields with a specialization in neuroscience; almost one-third offered training through interdepartmental programs, and only 3 percent had departments of neuroscience; just over 3,400 full-time neuroscience faculty were at these schools in fall 1981; postdoctorate trainees increased by five percent from 1980 to 1981, but a decline of two percent was projected from 1981 to 1982; the number of graduate students grew four percent from 1980 to 1981; and the principal areas of neuroscience training and research were physiology, anatomy, and psychology/behavioral sciences. Appendices include the survey results and the questionnaire. (SW)

ED 231 333 IR 010 730

Million, Steven K.
Learning Centers: A T.O.A.S.T.E. to Good Teaching.
PUB DATE- 21 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Criteria; Curriculum Development; *Design Requirements; Individualized Instruction; *Instructional Materials; *Learning Centers (Classroom); Learning Processes; *Material Development; Multimedia Instruction; *Objectives; *Recordkeeping; Scheduling

This paper develops a rationale for individualization of instruction and after a brief discussion of two alternative approaches--diagnostic-prescriptive teaching and modularized instruction--promotes learning centers as a practical approach to such individualization. Learning centers are defined as compact, highly-structured sets of didactic materials which are organized to communicate specific information to a learner and which specify precisely what is to be learned, provide alternative multimedia approaches to learning, include evaluation, and encourage student initiative and self-discipline while allowing significant learner freedom. The TOASTE procedure, a mnemonic designed to assist curriculum and learning center developers, is specifically recommended. Details are provided concerning each of the procedure's six components: topic, objective, activities, strategies, time, and evaluation. Additional elements of successful learning centers are discussed, including an introduction to the center with instructions for its use, completeness in terms of the unbroken flow to minimize learner confusion, scheduling devices, task cards, record-keeping procedures, TOASTE formula, mobility, and sturdy construction. (LMM)

ED 231 348 IR 010 756

Assael, Daniel; Trohanis, Pascal
Print. Outreach Series Paper Number 1.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC Handicapped Children's Early Education Program.
PUB DATE- Jan 83
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Editing; *Layout (Publications); Material Development *Production Techniques; *Publications; *Writing (Composition)
IDENTIFIERS- *Handicapped Childrens Early Education Program; Market Linkage Project; Product Development

A brief introduction outlines a general print product planning, production, and distribution process which is followed by explanations of 26 print process concepts with references to the ideas of experts in the field. The alphabetically-arranged concepts include audience, brochures, content, disclaimers, editing, format, grammar, halftones, inks, journals, kudos, the Market Project for Special Education (LINC), mail, news, objectives, production, questionnaires, review and revision, style, typesetting, users guides, vocabulary, writing, x-rated materials, "yawn" (a stylistic consideration), and zymurg. Prepared for outreach projects of the Handicapped Childrens' Early Education Program (HCEEP), this manual also addresses concerns of those in-state and other agencies involved in the use of model programs. A 21-item bibliography lists related resources and references for materials cited in the publication. (LMM)

ED 231 363 IR 050 237

Dierickx, Harold; Hopkinson, Alan
Reference Manual for Machine-Readable Descriptions of Research Projects and Institutions.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI/82/WS/10
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTIONS- Communications; *Computer Oriented Programs; Databases; Definitions; Documentation; Guidelines; *Information Dissemination; *Information Storage; *Information Systems; International Programs; Online Systems; *Research Projects; Specifications; Standards
IDENTIFIERS- Information Exchange Procedures; Machine Readable Data

This reference manual presents a standardized communication format for the exchange between databases or other information services of machine-readable information on research in progress. The manual is produced in loose-leaf format to facilitate updating. Its first section defines in broad outline the format and content of applicable records. A matrix shows all mandatory and optional data elements and sub-elements. Names and detailed definitions of each mandatory and optional data element are given in the second part as well as guidance on how the data element content is to be selected and entered onto the machine-readable medium. The third section provides detailed specifications of the carrier format or record structure, character sets and coding, transliteration, physical standards for magnetic tapes, and other aspects which are primarily of concern to computer system designers. The fourth part presents general guidelines for providing documentation on individual implementations of the reference manual. Topics covered include computer-related aspects; subject coverage; indexing, abstracting and editorial policies and practices; selected choices from among alternatives allowed by the reference manual specifications; and extensions for user-defined data fields. Additional information which is needed for the form and presentation of individual data elements and for transliteration is given in appendices. A 26-item bibliography, including relevant international standards, is also provided. (Author/ESR)

ED 231 392 IR 050 327

Sumner, Shirley J.
Handbook of Duties for Library/Media Center Assistants.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Audiovisual Aids; Cataloging; Glossaries; High Schools; High School Students; Instructional Materials; *Learning Resources Centers; *Library Circulation; *Library Technical Processes; *Library Technicians; Nonprint Media; School Libraries; *Student Responsibility

IDENTIFIERS- *Student Library Assistants

This handbook outlines in logical sequence the duties required in operation of the Teutlen High School (Georgia) Library/Media Center in order to teach the student assistants how to perform routine duties to aid students and teachers in center use. Duties are listed in three categories. Under operational duties, topics covered are circulation control, returning books to and reading shelves, overdue books and fines, magazines and newspapers, typing, filing, processing new materials, and mending. Audiovisual duties listed include those relating to 16mm films ordered from the state, equipment, laminating, and nonbook material processing. Housekeeping duties are outlined according to whether they need to be done daily, twice-weekly, weekly, or monthly. Such duties include cleaning and the care of plants, the work room, stamp pads, and bulletin boards. Forms needed to perform duties are illustrated throughout and the appendices provide (1) student assistants' schedule of duties form and description of duties; (2) library media center use policies; (3) magazines and newspaper subscription lists; (4) Dewey Decimal System Classification; and (5) glossary of terms. (LMM)

ED 231 421 JC 830 188

Haase, M.; Magee, Steve

A Statistical Evaluation of the Efficacy of Selected English Courses.

Sacramento City Coll., Calif.
PUB DATE- 25 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- College English; Educational Assessment; *Educational Testing; *English Instruction; *Grades (Scholastic); Reading Achievement; Reading Instruction; *Remedial Instruction; *Student Placement; *Two Year College Students

A research project was conducted in 1982 by Sacramento City College's Assessment Center to evaluate the effectiveness of selected English courses found in three levels of English: English 55 and 56 (the lowest level); English 57 (level two), and English 1A (level three). The study focused on students who had reading and English scores required for placement in the respective classes and were found to be properly placed in their English courses through promotion and/or assessment. Research findings included the following: (1) 69.77% of the students promoted into English 56 after successful completion of English 55 received a C or better, while 78.01% of those placed directly into the course received a C or better; (2) 83.02% of those promoted into English 57 received at least a C, compared to 81.74% of those placed directly; (3) 77.42% of the students promoted into English 1A and 81.39% of those placed directly into the course received a C or better; (4) while the average grade of those promoted into English 57 equaled the average grade of those placed directly, for English 1A, the average grade of the promoted group was significantly lower than the direct-placement group; (5) when the test of proportions was applied, those promoted and those placed directly had the same chance of receiving a C or better in all three course levels; and (6) students directed into lower-level English courses usually had a lower grade point average. (LL)

ED 231 436 JC 830 262

Student Charges, Student Financial Aid, and Access to Postsecondary Education: Options for the California Community Colleges. A Report to the Governor and the Legislature from Phase III of the Commission's Response to Assembly Concurrent Resolution 81.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CPEC-83-12
PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; College Role; *Community Colleges; Educational Finance; Educational Objectives; *Fees; Financial Policy; Open Enrollment; Policy Formation; Resource Allocation; State Legislation; Statewide Planning; *Student Costs; *Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

The third in a series of reports examining the impact of student, charges on the goals of open access and educational quality in California's community colleges, this report considers alternatives for maintaining access and quality, the conditions under which student charges should be imposed, and the structures and levels of student charges. Part One addresses state strategies, community college functions, and the goals and principles of California public higher education. Part Two discusses legislative action required to preserve access, quality, and financial support for the colleges, and the legislative framework for assessing fiscal options, including a general student charge. Part Three develops a contingency plan for implementing a student charge policy, including recommendations on the structure of charges, differential charges, structure and funding level of student financial aid, and the relation between student charge revenues and community college funding mechanisms. Part Four asks the governor and legislature to review questions of access and quality, to assess options to a general charge, and to come to a decision regarding the imposition of a general student charge. Appendices include recommendations from the California Postsecondary Education Commission, an estimate of the impact of inflation on community college revenues, principles for funding mechanisms, an assessment of the impact of a student charge on enrollment and revenues, and the Board of Governors' fee contingency plan. (LL)

ED 231 451 JC 830 296

Parsons, Michael H.
Catching Up: Faculty Technological Upgrade through Return to Industry.
PUB DATE- 19 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Faculty; Community Colleges; *Faculty Development; *On the Job Training; *Professional Continuing Education; *School Business Relationship; Teacher Improvement; Two Year Colleges; *Vocational Education Teachers

Since its inception in 1978, Hagerstown Junior College's (HJC's) Return-to-Industry Project has provided a model for addressing the problem of vocational and technical faculty keeping abreast of technological changes in their field. The project, which was funded by a 5-year Appalachian Regional Development grant, returned occupational faculty to industrial settings to reinforce, update, or expand their skills and knowledge. A faculty member wishing to participate in the project submitted a proposal, indicating area of specialization, tasks to be undertaken, time and resources required, host industry, and applicability of the experience to teaching. Subsequent to proposal approval, a three-part evaluation design was followed, including an on-site assessment, a summary report by a college evaluator, and a plan prepared by the instructor analyzing how the experience would be integrated into his/her teaching responsibilities. During the grant period, 14 of HJC's 15 occupational program clusters and 71% of its eligible faculty participated in the project. In all cases, the faculty member performed valuable services for the host industry, understanding between the host industry and HJC was increased, and experiences proved applicable to the teaching/learning situation. Despite lack of continuing grant support, HJC's Return-to-Industry Project will be maintained through college and state funds and personnel exchange with industry. (LL)

ED 231 479 JC 830 328

Moretz, H. Lynn
Quality Circles in Education. Final Report.
Central Piedmont Community Coll., Charlotte, N.C.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Decision Making Skills; *Group Dynamics; *Management Teams; *Participative Decision Making; Problem Solving; Program Descriptions; Program Evaluation; *Staff Development; Two Year Colleges
IDENTIFIERS- *Quality Circles

Following an 11-month period of study, planning, and pilot testing, a project was undertaken at Central Piedmont Community College (CPCC) to implement quality circles, i.e., small groups of employees doing similar work who voluntarily meet on a regular basis to set goals, identify and analyze problems, find solutions, and cooperate with management to implement those solutions. The project's objectives were to orient line managers to quality circle concepts, establish an advisory committee, train facilitators and circle leaders, implement quality circles, produce instructional materials, build statewide awareness of the concept, evaluate the project, and develop a plan for implementing quality circles in interested institutions. From July 1981 to November 1982, 16 workgroup quality circles, involving 200 of CPCC's 560 employees, completed 40 improvement projects, and 7 taskforces were formed to address specific problems. Over 1,700 people representing 250 colleges and public schools attended presentations or workshops led by the project staff. An assessment of the project found that while attitudes and problem-solving abilities improved significantly due to quality circle involvement, communication with administration, students, and other workgroups did not improve significantly. The project report examines the quality circle concept; explains the project's organization, procedures, and results; and offers recommendations. Extensive appendices include information on the philosophy and operations of quality circles and project-specific materials. (Author/LL)

ED 231 493 JC 830 346

Macht, Barbara E.; Weaver, Diane E.
Operations Manual: Development and Use of a Vocational Support Services Team (VSST) Model within a Correctional Institution.
Hagerstown Junior Coll., Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Business Education; *Career Development; Community Colleges; *Cooperative Programs; *Correctional Education; Educational Diagnosis; Independent Study; Learning Modules; Legal Education; Program Evaluation; *Student Personnel Services; Team Teaching; Tutorial Programs; Two Year Colleges

This manual describes the vocational support services team (VSST)model used by Hagerstown Junior College (HJC) in its program at the Maryland Correctional Training Center. The program, which offers two-year associate degrees in Accounting and Business, and Administration of Justice, incorporates a system of individual diagnosis, prescription and programming to prepare the disadvantaged inmate in the areas of career planning and development, job search, and vocational development. Following introductory material, the manual explains the design of the VSST model, reviewing its goals, funding, members of the VSST team (i.e., coordinator, diagnostic/prescriptive teacher, secretary, tutor, and steering and advisory committees), and first-year activities. Subsequent sections examine the following program components: (1) the identification, screening, and orientation process; (2) the use of self-paced, competency-based instructional modules as supplementary course materials; (3) the College Tutoring Center, at which students work with self-paced materials, on test-taking and textbook attack skills, and career planning research in required tutoring sessions; and (4) a required 15-week course in career planning. The next section summarizes the results of formative and summative evaluations of the project, which stressed the importance of the advisory and steering committees and student concern about their progress and future. (AYC)

ED 231 092 EA 015 789

Psacharopoulos, George; Sanyal, Bikas C.
Higher Education and Employment: The IIEP Experience in Five Less Developed Countries. Fundamentals of Educational Planning 32.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
REPORT NO.- ISBN-92-803-1098-4
PUB DATE- 81
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. C.49; Frs. 15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Developing Nations; Educational Benefits; *Education Work Relationship; *Employment Level; Employment Opportunities; *Employment Patterns; Employment Qualifications; Employment Statistics; Foreign Countries; Higher Education; *Labor Market; Salary Wage Differentials; Student Attitudes; *Unemployment
IDENTIFIERS- Egypt; Philippines; Sudan; Tanzania; Zambia

One of a series on educational planning, this booklet reviews the findings of several studies on the employment of university graduates in five developing countries: Egypt, Philippines, Sudan, Tanzania, and Zambia. Data for these studies were collected from samples of students and former graduates. A number of facets of the topic are investigated in each country: socioeconomic framework, educational characteristics, the labor force structure, cost of education, salary structure, role of the public sector, salary expectations, returns to education, unemployment, role of credentials, social demand for higher education, student advice in selecting a career, admission into higher education, admission tests, private finance and the elite, reasons for undertaking higher education, perception of job characteristics, and willingness to work in rural areas. Some specific questions addressed are: What are the main determinants of choice among disciplines and among jobs? How does wage structure vary between sectors of employment and between specializations? What is the degree of mismatch between expectations and realities in respect of the reward system of the labor market? How does unemployment vary from course to course and from level to level? Twenty-four conclusions or recommendations in the form of "hints" are presented. (JM)

ED 231 183 FL 013 641

Williams, Dick L.
Thai Ways and My Ways.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Beliefs; Comparative Analysis; *Cultural Differences; Cultural Traits; Family Life; Interpersonal Relationship; Life Satisfaction; Nonverbal Communication; Non Western Civilization; *North American Culture; Philosophy; Religious Cultural Groups; Sex Role; Social Status; *Sociocultural Patterns; Values
IDENTIFIERS- *Buddhism; *Thailand; Thai People

Differences in Thai and American world views that point to cultural differences where misunderstandings can occur are considered. These differences reflect an alternative view of reality, not just language or verbal differences. Thailand has never been under foreign rule; most of the people are Buddhists; and 80 percent of Thai people are involved in agriculture. Thai culture, beliefs, and life styles are analyzed and compared to those of Americans with respect to the following topics: man and nature, the philosophy of Buddhism, fate, time, animism, ghosts, animals, the ideal self, social relations, status, sex roles, friendship, nonverbal behavior, behavior in public, dress, and dining. Buddhist thoughts that influence the Thai world view include: man must live in harmony with nature and natural law, and doing acts of goodness influences fate. In contrast, Americans tend to view the world as material rather than spiritual and seek to dominate and exploit nature. Buddhism teaches that all life is sacred and involved in the cycle of birth and rebirth. Though Thais may not seem serious to Western eyes, Buddhism teaches a certain detachment from life, acceptance of fate, and enjoyment of life. Americans value activity and doing; Thais value interpersonal relationships and enjoyment of life. American concerns are self-expression, self-interest, self-development, and independence, while Thai values are more directed toward family interest, people around them, and interdependence. (SW)

ED 231 303 HE 016 357

de Rome, E. A.; Wieneke, C. E.
Predicting Persistence and Withdrawal: An Analysis of Factors

Relating to Students' Choice of Course.
New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
REPORT NO.- ISBN-909528-25-X; TERC-RD-59
PUB DATE- Dec 82
AVAILABLE FROM- University of New South Wales, Tertiary Education Research Centre, Kensington, New South Wales 2033, Australia
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Advising; *Academic Persistence; College Attendance; Dropout Attitudes; Foreign Countries; Higher Education; Institutional Research; *Potential Dropouts; *Student Attrition; Student Personnel Services; *Withdrawal (Education)
IDENTIFIERS- *Course Selection; *University of New South Wales (Australia)

Information relating to course choice and commitment, and use of pre-enrollment information and advisory resources, were collected at the time of enrollment in 1980 from 1,375 first-year students at the University of New South Wales. The students were enrolled in the faculties of arts, architecture, and engineering. Multivariate analyses were used to determine whether any of this information could have been used to predict students' subsequent decisions to discontinue attendance. One year later only 916 students were still enrolled: about 12 percent had withdrawn within 2 months of their initial enrollment. The results show that the information did discriminate persisting and nonpersisting students. However, as the proportions of variance accounted for by the combinations of predictors were small, it is concluded that the information had value in terms of describing the types of conditions under which students were likely to be at risk, rather than as a means of identifying particular students likely to discontinue. A followup survey of 250 students revealed that almost half had not found the content of their courses to be as they expected. Recommendations are made with respect to institutional provision for the pre-enrollment needs of students and future research. (Author/SW)

ED 231 378 IR 050 258

Hirshon, Arnold
Integrated Library Information Systems in ARL Libraries. SPEC Kit 90.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Jan 83
AVAILABLE FROM- ARL Office of Management Studies, SPEC Center, 1527 New Hampshire Ave. N.W., Washington, DC 20036 (Library members, $7.50; non-members $15.00; Subscriptions are available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Libraries; Cataloging; Databases; *Information Systems; Library Acquisition; *Library Automation; Library Catalogs; Library Circulation; *Library Planning; Library Surveys; *Online Systems; Questionnaires; *Research Libraries; Specifications
IDENTIFIERS- Online Catalogs

Based on an October 1982 survey of 31 selected members of the Association of Research Libraries (ARL), this report presents library planning documents, general system descriptions and reviews, and examples of library specifications--all dealing with integrated library information systems (ILIS). An ILIS is defined as a fully interactive integrated database containing bibliographic and other data used for four functions: acquisitions, cataloging, maintenance, circulation, and provision of an online public access catalog. General planning and executive review documents are provided from the University of Tennessee, Knoxville; Duke University; the University of California at Berkeley; Virginia Polytechnic Institute and State University; the State University of New York at Albany; Dartmouth College; and the University of Houston. In addition the survey results are noted on a sample questionnaire. It is indicated that approximately 90% of the respondents reported some plans or actions toward developing an ILIS. A further discussion of survey results covers the areas of planning, justification, implementation, system data, hardware support, system funding, and the role of consultants in planning for an ILIS. A four-item bibliography and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 231 407 JC 830 038

Zimmerman, Woodford W.
A Follow-Up Study of Former Students of the Ohio State University at Lima. Institutional Research Series 1981: Self-Study Report No. 7.
Ohio State Univ. Lima Campus. Office of Institutional Research.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Transfer Students; Followup Studies; Graduate Surveys; *Institutional Evaluation; *Participant Satisfaction; Questionnaires; *Student Attitudes; Two Year Colleges; *Two Year College Students; Universities

In fall 1981, a follow-up study was conducted at the Ohio State University (OSU) at Lima to obtain information from former students regarding their personal characteristics, formal education activities since leaving OSU, and their evaluations of OSU. Survey instruments were sent to a random sample of 4,000 of the 16,000 students who had attended OSU Lima, including students who did not continue their studies at OSU after leaving OSU Lima, OSU baccalaureate degree recipients, persons who received degrees from other institutions, students who enrolled in a small number of courses after leaving OSU Lima, and persons who did not pursue further higher education. Study findings, based on a 9% response rate, revealed that: (1) 89% of the respondents indicated that they would enroll again at OSU Lima; (2) 86% rated the campus as excellent or good academically; (3) rating aspects of OSU such as quality of education, cost, size, location, and student activities, 31% of the students who achieved a baccalaureate degree felt cost and location were the most positive, while 35% of the students who did not receive a bachelor's degree rated location alone as the most positive aspect; (4) 66% of the respondents identified student activities as the least positive aspect of the campus; and (5) respondents tended to feel the aspects they rated positively were more important than those they rated negatively. The survey instruments are appended. (LL)

Howard, William; And Others
Characteristics of Students Attending the Hawthorne and Northeast Centers. Volume 12, No. 10.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 23 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Choice; Community Colleges; Enrollment Trends; Family Characteristics; *Institutional Evaluation; *Multicampus Colleges; Questionnaires; School Surveys; *Student Characteristics; *Student College Relationship; Student Educational Objectives; Two Year Colleges; *Two Year College Students

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of students attending the college's new Northeast Center and to compare these students with those attending classes at the old Hawthorne Center and the college's main campus. Surveys were mailed to 103 degree credit students and 97 continuing education students attending the Hawthorne Center in 1981 and to 114 degree credit students and 86 continuing education students attending the Northeast Center in 1982. Study findings, based on responses from 76% of the Hawthorne Center students and 81% of the Northeast Center students, included the following: (1) degree credit students attending the two centers, while the same age as their counterparts on the main campus, were less likely to be single and to have transfer plans, and were more likely to be new students, to be part-time students, to have prior college experience, and to be employed full-time; (2) 41% of the degree center students who attended the centers first heard about WRHC through the semester schedule mailed to their household, while only 10% of the students attending the main campus first heard about the school in this way; (3) students attending the two centers were more likely to live farther away from their classes than were students attending the main campus; and (4) for Northeast Center students, place of residence was more relevant to attending the center than location of employment. The survey instrument and detailed data tables are included. (Author/HB)

ED 231 166 EC 152 661

Ollie, Phyllis; Palay, Sidney
From Handicapped to Helping Others with Handicaps.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; High Schools; *Mainstreaming; Mild Mental Retardation; *Multiple Disabilities; Physical Disabilities

A case study is presented of a 17 year old physically handicapped mildly retarded girl who was mainstreamed in a magnet school designed to foster interest in the social sciences. Through cooperative efforts of classroom teachers, special educators, the work experience teacher, and administrator, a program was developed that resulted in significant progress. The student worked as a part time teacher aide during school and as a volunteer day care aide during the summer. Her half time mainstreaming experience changed to a full time one, and the cooperative efforts of staff have laid the foundation for similar future efforts with other exceptional children. Charts and evaluation are appended. (CL)

Waldo, Lois J.; And Others

Total Communication Checklist and Assessment.

Kansas Neurological Inst., Topeka.; Kansas Univ., Lawrence. Early Childhood Inst.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ECI-606
PUB DATE- 81
GRANT- 446AH70146; G007804911
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Check Lists; Guidelines; *Language Handicaps; *Multiple Disabilities; Physical Disabilities; Rating Scales; *Screening Tests; Sensory Aids; Severe Disabilities; *Sign Language; Speech Communication; Student Evaluation; *Total Communication Visual Impairments
IDENTIFIERS- *Communication Boards; *Total Communication Checklist and Assessment

The Total Communication Checklist and Assessment screening tool for multihandicapped students is presented to assist the language examiner to select areas requiring more precise testing. The checklist, which contains 196 rating entries, consists of the following four sections: (1) readiness for symbolic communication, (2) preference for speech, (3) preference for signing, and (4) preference for communication boards. Alternative procedures are included for assessment of the matching, reading, and receptive language skills of a severely motor handicapped student who cannot use a hand or finger pointing response. Many of the tasks can be used directly for visually impaired or blind students. Specific procedures are presented to subjectively screen the student's hearing and vision if needed. The following overall objectives of the checklist are outlined: to provide an indication of the students' awareness of and interaction with the total environment, to indicate the student's present communication strategies and additional assessment needs; and to allow parents and staff to contribute to the communication assessment. To determine the appropriate communication mode, approximately 40 assessment tasks are presented, including a data sheet and instructions concerning prerequisite skills, materials needed, and a task analysis of the examiner's and student's actions. Instructions for communication board system planning and interpretation are included. In addition to the checklist, a profile that allows a summary display of data from the checklist and assessment tasks is included. (SEW)

ED 231 121 EC 151 996

Programs and Services for the Emotionally Handicapped.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-82-3437
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Definitions; Elementary Secondary Education; Eligibility; *Emotional Disturbances; *Handicap Identification; Individual Characteristics; Individual Needs; *Program Development; Resources; Special Education; State Departments of Education; *State Standards; Student Evaluation
IDENTIFIERS- *Hawaii

Standards and guidelines are provided for school districts in Hawaii for identification of emotionally handicapped (EH) students, previously designated "seriously emotionally disturbed," and for developing educational programs to serve this population. Differentiation is made between the EH child, who requires special services for severe behavioral or emotional deviations including "acting out" and "withdrawn" behavior, and "alienated" students who are served under another program. An overview of the exceptionality covers such aspects as basic concepts, definitions of commonly used terms, traditional treatment practices (e.g., psychoeducational or ecological approach), compounding exceptionalities, current trends (e.g., neutralization and "fair fight" approaches), and implications of the state plan. Listed in the section on nature and needs of EH students are learning, psychological, emotional, and social characteristics. Implementation guidelines are given for "Childfind" (handicap identification), student evaluation and eligibility, and programing. Included in a resource supplement are a reference section of approximately 900 citations, a list of 20 screening instruments, a list of about 85 publishers of curriculum materials (with addresses and codes for 9 subject topics), an annotated list of 9 resources available from agencies in Hawaii, an annotated list of 7 special education instructional objectives banks, sources of free or inexpensive materials, and 26 other resources for classroom materials. Also included are forms for recordkeeping. (MC)

ED 231 137 EC 152 512

Understanding Each Other and Getting On With Each Other: Report and Recommendations Presented by the National Commission of the Federal Republic of Germany on the Occasion of the International Year of Disabled Persons, 1981.

National Commission for the International Year of Disabled Persons, Bonn (West Germany).

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Building Design; *Disabilities; Early Childhood Education; Educational Diagnosis; Elementary Secondary Education; Employment; Family Status; Federal Legislation; Foreign Countries; Government Role; Handicap Identification; Higher Education; Intervention; Medical Evaluation; Medical Services; *Needs Assessment; Planning Commissions; Postsecondary Education; Prevention; Public Relations; *Rehabilitation; Research; *Special Education; Vocational Rehabilitation
IDENTIFIERS- International Year of Disabled Persons; *West Germany

The report presents recommendations resulting from a national reassessment of rehabilitation for the disabled in the Federal Republic of Germany. Described is the purpose of the reassessment, which was initiated by West Germany in response to the United Nations' goal of obtaining reports on the status of the disabled from member nations for the International Year of Disabled Persons. The current situation in West Germany is examined by a review of such legislation as the Severely Disabled Act of 1974 requiring reservations of six percent of workplaces for the severely disabled. Noted is the German government's role in forming the 100 member National Commission, which in turn, invited 700 experts to establish work groups, prepare objectives, define activities, and identify priority problems and recommendations. Explanations, objectives, and recommendations are provided for the following areas: (1) prevention, early diagnosis, and early assistance for children and adults; (2) medical rehabilitation; (3) education at preschool through university level; (4) vocational rehabilitation; (5) employment in the labor market and sheltered workshops; (6) environmental issues such as housing and transportation; (7) resettlement (i.e., integration); (8) the family; (9) sports; (10) specialist training; (11) special problems of five exceptionalities; (12) research and documentation; (13) public relations; and (14) fundamental recommendations such as development of social insurance. Listed are names of members of the National Commission and chairpersons of the coordinating group and the 13 working groups. (MC)

ED 231 150 EC 152 590

Showalter, Robert G.
Speaker Telephone Continuing Education for School Personnel Serving Handicapped Children. Final Project Report, 1981-1982. and Coordinator Training Manual.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Continuing Education; Cost Effectiveness; *Delivery Systems; *Disabilities; Elementary Secondary Education; Models; Program Effectiveness; Special Education Teachers; Speech Therapy; Staff Development; *Telephone Instruction; Therapists

The report summarizes achievements of a 3 year project to provide continuing education to speech-language-hearing clinicians and special education personnel via a speaker telephone. Committees were formed in each participating district to plan for staff development based on local needs. Consultants chosen to present training were asked to mail any material for their presentations. The Mini Convener equipment used included a self contained desk-top teleconferencing unit compatible with standard telephone lines. Evaluation data revealed that the project provided 5,377 contact hours of continuing education during the third year. Participant evaluations supported the viability of the speaker telephone as an alternative model for continuing education, and cost computations revealed the approach represented a 55 percent savings over face to face instruction. Also included is the Coordinator Training Manual which includes information on: (1) soliciting consultants, (2) using the conference telephone, (3) using the telephone system, (4) pre-planning teleconference instruction, (5) designing teleconferencing instructional strategies, (6) instructing the consultant, and (7) participant evaluation. (CL)

ED 231 214 FL 013 772

Treiman, Rebecca

Classification of Stops after /s/ by Children and Adults.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 82
GRANT- BRSG-S07-RR07031; NSF-BNS-81-09892
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Consonants; Language Research; *Phoneme Grapheme Correspondence; *Phonetics; Young Children

Stop consonants after initial /s/ are standardly spelled as the unvoiced stops /p/, /t/, and /k/. Phonetically, however, they are similar to the voiced stops /b/, /d/, and /g/. Research suggests that many young children make consistent, reasonable, but unconventional, judgments about sounds and English spelling. This paper considers the case of the classification of stop consonants after initial /s/. The first experiment used a spelling test and a sound test. The spelling test asked 76 kindergarten and first-grade children what letters they used to spell the second sounds of syllables beginning with /s/-stop clusters. The sound test asked children to pronounce the syllables that remained when /s/ was deleted from syllables with initial /s/-stop clusters. This experiment found that some children consistently classify stops after /s/ as voiced. They spell /spo/ with B rather than P, and they state that /spo/ becomes /bo/ when s is deleted. Such nonstandard responses become less frequent as reading and spelling skills increase. In a second experiment, 24 university students were given spelling and sound tests that used the same lists of stimuli as Experiment 1. Experiment 2 confirmed that literate adults classify stops after /s/ as unvoiced, and that some adults are not very much aware of the phonetic similarity between stops after /s/ and voiced stops. (Author/AMH)

ED 231 244 FL 013 807

Burt, Andy; And Others
Immersion francaise precoce: Arts plastiques 1-7 (Early French Immersion: Plastic Arts for Grades 1-7).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Education; Child Development; *Class Activities; Course Content; *Creative Expression; Curriculum Guides; Educational Objectives; Elementary Education; *French; *Immersion Programs; Instructional Materials; Self Expression
IDENTIFIERS- *British Columbia

This curriculum guide in art education is intended for use in grades 1-7 in the early French immersion program. An introductory chapter describes the educational objectives of the art program, the role of art education in child development, general and terminal objectives, methodology, the steps in graphic evolution, and an outline of the program. The remainder of the guide is divided into four sections, one each for first and second grades, third and fourth grades, fifth and sixth grades, and seventh grade. Each section describes the characteristics of the child at that particular age, intermediate objectives, course content, terminal objectives, and teaching suggestions. There is also information on instructional materials, student materials, audiovisual material, a glossary of useful terms, and a list of reference books. A list of bookstores and publishers and sources of material and equipment are appended. (AMH)

ED 231 229 FL 013 790

Wildsmith, R.
Case Study in Foreign Language Learning for Teacher Trainees.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Applied Linguistics; *Case Studies; *Course Content; Course Objectives; Course Organization; *Education Courses; Foreign Countries; Higher Education; Learning Processes; Linguistic Theory; Phonology; *Second Language Learning; Semantics; Sociocultural Patterns; Student Motivation; Syntax; *Teacher Education; Teaching Methods
IDENTIFIERS- *University of the Witwatersrand (South Africa)

An intensive case study in learning a second foreign language, which is part of an applied linguistics course for teachers/teacher trainees offered at the University of the Witwatersrand (South Africa) is described. Attention is directed to: case study rationale and objectives; student orientation and preparation; and areas of focus and the courses offered, including content, administration, and methodology. Additionally, student reactions to the case study are discussed. One of the major aims of the case study is to enable students to see how the various theoretical aspects of the course become integrated in their application to the language learning process. The case study is compulsory and has the following objectives: to enable students to rediscover what it is like to be a learner in a classroom situation; to promote understanding of the linguistic, psychological, and sociocultural processes at work in language learning; and to help students gain insights into their own learning and communication strategies. The languages offered in the 1980 case study were Zulu and French. Students were required to write a psychologically-oriented report on their observations of the learning process. Among the content areas of the case study are interest, perception and information processing, attention, learning strategies, syntax, semantics, phonology, home and school backgrounds, and pedagogical concerns (e.g., transfer of training). (SW)

ED 231 259 HE 016 241

Tuttle, Ron
Trends in Expenditures for North Carolina's Comprehensive and Liberal Arts Colleges and Universities.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Comparative Analysis; *Cost Indexes; Educational Finance; *Enrollment Trends; Expenditure Per Student; *Expenditures; Full Time Equivalency; Higher Education; Inflation (Economics); Liberal Arts; Operating Expenses; *Private Colleges; *Public Education
IDENTIFIERS- *College Costs; *North Carolina

The influence of full-time-equivalent college enrollments and the Consumer Price Index on the costs of higher education for North Carolina's comprehensive and liberal arts colleges and universities was assessed. Comprehensive institutions are defined as enrolling more than 1,500 students and offering a liberal arts program and at least one professional program, while liberal arts colleges are defined as those four-year colleges offering liberal arts programs only. The expenditures for the public institutions grew at an average annual rate of 19 percent as compared to a 13 percent average increase for the private schools. Most of this growth was a result of expanding enrollments and inflated dollars. When adjustment was made for increasing enrollment growth by expressing expenditures in student units, the growth rate was 11 percent per annum for the public universities and 10 percent for the private sector. The current expenditures annual growth rate declined .4 percent for the public institutions and .7 percent for the private institutions when adjustments were made for enrollment growth and the decline in the value of the dollar over the decade. At the public institutions, enrollment increased more rapidly and the operating costs per student were lower than was the case at private institutions. (SW)

ED 231 274 HE 016 260

The Information Resource: A Management Challenge. Proceedings of the CAUSE National Conference (Hilton Head Island, South Carolina, November 30-December 3, 1982).

CAUSE, Boulder, Colo.

PUB DATE- Dec 83

AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *College Administration; Computer Literacy; *Computer Oriented Programs; Computer Programs; Databases; Higher Education; Management Development; *Management Information Systems; *Microcomputers; *Program Administration; *Small Colleges

Proceedings of the 1982 CAUSE national conference on information resources for college management are presented. The 41 presentations cover five subject tracks: issues in higher education, managing the information systems resource, technology and techniques, small college information systems, and innovative applications. In addition, presentations of 10 vendors, a current issues forum concerning the role of administrative computing in college-level computer literacy, an overview of CAUSE, and a keynote address are included. Some of the papers and authors include the following: "Preparing Administrators for Automated Information Technologies" (Michael M. Byrne and Stanley Kardonsky); "Overview of Campus Computing Strategies" (Carolyn P. Landis); "Legal Protection for Software" (Jon Mosser and Maureen Murphy); "Project Management:" The Key to Effective Systems Implementation" (Herbert R. Hansen, Jr.); "Personal Computers Can Help Your Budget" (Herbert W. Bomzer); "Microcomputers in Administrative Departments" (Gerry Leclerc); "Administrative Computer Systems in Small Colleges" (Robert J. Denning); "What Is Wrong with Systems Analysis" (Cecil E. Denney); "Pell Grant Tape Exchange at Carnegie-Mellon University" (Joyce A. Wineland); and "Documentation as a Management Tool" (Judith Hagen). (SW)

ED 231 289 HE 016 276

Cohen, Gail A., Ed.; D'Angelo, Diane, Ed.
The Learning Traveler, Vol. 1. U.S. College-Sponsored Programs Abroad: Academic Year.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, N.Y. Business Roundtable.
REPORT NO.- ISBN-0-87206-119-1
PUB DATE- 83
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Programs; Consortia; *Foreign Countries; Geographic Regions; Higher Education; *Institutional Characteristics; International Educational Exchange; *Program Descriptions; School Location; *Student Exchange Programs; *Study Abroad

A guide to help students select possible study-abroad programs is presented. The programs are all sponsored by recognized U.S. colleges and universities during the academic year and all offer regular U.S. academic credit. Most of the programs fall into one of three basic categories: (1) the program combining study in a foreign institution with courses arranged for the group; (2) the program fully integrated into a foreign university or other university-level institution; and (3) courses taught by faculty of the sponsoring U.S. institution. All programs are listed alphabetically by region, country, and city. Entries include the name and address of the sponsoring school and brief information on the following points: year program was established, location, dates and duration, presession orientation, enrollment restrictions, fields of study, academic level, credits, prerequisites, instruction, teaching methods, language of instruction, housing, travel, costs, scholarships, work abroad, postsession program evaluation, and application deadlines. Consortia with large numbers of participating schools are listed separately with their members institutions. Indices of all sponsoring institutions and fields of study are included. A list of publications on higher education abroad is appended. (SW)

ED 231 319　　　　　　　　　　　　HE 016 395

Lehr, Terry
Higher Education Summer and Fall Enrollments, 1982.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Church Related Colleges; College Attendance; *College Students; Community Colleges; *Enrollment Trends; Females; Graduate Students; Higher Education; Males; *Private Colleges; Professional Education; Proprietary Schools; Sex; *State Colleges; State Surveys; *Summer Programs; Technical Institutes; Undergraduate Students
IDENTIFIERS- *Pennsylvania

Data on 1982 summer and fall college enrollments in Pennsylvania are presented. Tables are presented on the following: total enrollments in higher education institutions by type of institution, fall 1973-1982; enrollments in institutions by sex, fall 1973-1982; summer school registrations; total enrollments in colleges and universities by institution, fall 1973-1982; enrollments in institutions by sex and enrollment status, fall 1982; enrollments in colleges and universities by level of study by institution, fall 1982; and registrations in colleges and universities by level of study by institution, summer 1982. (SW)

ED 231 334 IR 010 731

Kane, Janet H.; And Others
Microcomputer Technology in Schools: Issues for Research.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Computer Programs; *Curriculum Development; Educational Innovation; Elementary Secondary Education; Interviews; *Microcomputers; *Research Needs; Teacher Education; *Use Studies
IDENTIFIERS- *Computer Uses in Education

This exploratory, multi-disciplinary study, which was undertaken to identify a research agenda for the educational implementation and impact of microprocessing technology, used case study methodology to explore the relationship between the social contexts and the microcomputer innovation. Three geographically distinct school districts with a diversity of microcomputer applications at both elementary and secondary levels were studied. A research team interviewed district administrators, school administrators, computer resource personnel, media specialists, teachers, students, and community members. Students were observed using microcomputers in a variety of contexts. Six trends emerged which raise questions for future research: (1) differential access to microcomputers; (2) emergence of new roles in response to microcomputers; (3) lack of integration of microcomputers into elementary classrooms and curricula; (4) inadequate quantity and quality of software; (5) inadequate preparation of teachers for using microcomputers; and (6) lack of knowledge about effects and outcomes of the instructional uses of microcomputers. A 23-item reference list and the interview guides used with schoolboard members, district administrators, teachers, and students are included. (Author/LMM)

ED 231 349 IR 010 757

Smith, James, Ed.; Moum, Glenda Schuster
Proceedings of NECC-82. National Educational Computing Conference, 1982 (Kansas City, Missouri, June 27-30, 1982).
Missouri Univ., Columbia.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; Computer Oriented Programs; *Computer Science Education; Curriculum Development; Elementary Secondary Education; Engineering Education; Higher Education; Mathematics Instruction; *Microcomputers; Programing; Science Instruction; Teacher Education
IDENTIFIERS- Authoring Aids; Computer Games; *Computer Uses in Education

Instructional uses of computers with primary through higher education students is the focus of this extensive collection of 61 papers. The papers are categorized by the subject areas of computer-based education, computer science, the computer as a tool in undergraduate education and beyond, computer services, engineering, mathematics, physics, pre-college instruction, social science teacher training, and pre-college computer science. Abstracts and names of presentors are also included for conference tutorials, project presentations, and special sessions which addressed the aditional topics of computer literacy, basic skills improvement, computers in undergraduate education, software applications in elementary and high schools, computer awareness projects, ADA language, and microcomputers for teachers and managers. References are included with some papers and subject and author indexes complete the document. (LMM)

ED 231 364 IR 050 238

Friend, Linda; Bonta, Bruce
Reference Use of Online Databases: An Analysis.

PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Libraries; Costs; Databases; Higher Education; *Information Retrieval; Library Expenditures; *Online Systems; *Recordkeeping; Reference Materials; *Reference Services; Relevance (Information Retrieval); Tables (Data); Time
IDENTIFIERS- *Library Statistics; *Pennsylvania State University

Since July 1978 the general reference section of the Pennsylvania State University library has compiled statistical information related to the use of online searching for reference purposes. An evaluation form completed by the librarian for each online reference search recorded such information as search date; status of requestor; printed sources consulted and time involved; online databases used with time and cost figures; and a statement as to whether the search was successful. This paper summarizes the information collected on the evaluation forms and identifies at least five major categories of questions that are feasible for online reference, particularly in a large academic library: (1) directory-type information; (2) literature retrieval on a limited scale; (3) bibliographic verification of specific works; (4) definitions or explanations of concepts or acronyms; and (5) location of book reviews. It is noted that a detailed statistical study showed that the actual nature of a question was what seemed to determine search success or failure. Five tables and seven references are provided. (Author/ESR)

ED 231 393 IR 050 335

Perlman, Gary
Natural Artificial Languages: Low-Level Processes.
California Univ., San Diego. Center for Human Information Processing.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-8208
PUB DATE- Dec 82
CONTRACT- N00014-79-C-0323
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Computer Programs; Design Requirements; *Language Processing; *Learning Processes; *Man Machine Systems; *Mathematical Vocabulary; Mathematics Education; Mnemonics; Models; Programing; *Programing Languages; *Symbolic Language

This paper explores languages for communicating precise ideas within limited domains, which include mathematical notation and general purpose and high level computer programming languages. Low-level properties of such natural artificial languages are discussed, with emphasis on those in which names are chosen for concepts and symbols are chosen for names. Properties of these linguistically mediated artificial languages specifically examined include choosing mnemonic symbols for names and suggestive names for concepts, and using both internally and externally consistent syntax. An example of artificial language use for writing mathematical theorem in mathematical notation is given. A model of processing linguistically-mediated artificial language is outlined, and results from three experiments in support of the model--MENUMIX--are presented. The applied implications of the studies for the design of menu-based user interface to computer programs are discussed, and conclusions are offered about future possibilities for artificial language study. A five-page reference list is included. (LMM)

ED 231 437 JC 830 264

Dyste, Ron; Howard, Robert
Noninstructional Costs in Programs for the Disabled.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; *Disabilities; Educational Finance; *Financial Support; *School District Spending; Special Classes; Special Education; *Special Programs; *State Aid; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

This report presents the administrative procedures adopted by the Board of Governors of the California Community Colleges in March 1983 to standardize the calculation of noninstructional costs supported from revenues generated by average daily attendance (ADA) in special classes for disabled students. First, background information is provided, indicating that Handicapped Student Programs and Services (HSPS) are presently supported by Direct Excess Cost (DEC) funds, which are allocated to districts to meet the additional expenses incurred as a result of providing specialized instruction and support. Information is also presented on the types of services financed by DEC funds, disabled student enrollments, and controversies surroundng HSPS. Next, three related problems in HSPS funding are addressed: (1) the employment of differing procedures for calculating cost rates by individual districts; (2) the lack of a precise definition of reasonable general fund support for special assistance programs; and (3) the nonapplicability of the same cost rate computations for both on- and off-campus programs. Finally, procedures for the equitable determination of noninstructional cost rates are presented, including definitions of on- and off-campus special classes and programs, and information on computing noninstructional cost rate and determining the amount of general fund monies that must be utilized before DEC funds can be claimed. (LL)

ED 231 452 JC 830 297

Ladwig, Dennis J.
Determining the Effectiveness and Evaluating the Implementation Process of a Quality/Performance Circles System Model to Assist in Institutional Decision Making and Problem Solving at Lakeshore Technical Institute.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; Administrators; *Attitude Change; College Administration; College Faculty; *Decision Making; Foreign Countries; Governance; *Management Development; Participant Satisfaction; *Participative Decision Making; Pretests Posttests; *Program Effectiveness; Program Evaluation; Questionnaires; Student Personnel Workers; Teacher Attitudes; Technical Institutes; Two Year Colleges
IDENTIFIERS- Japan; *Lakeshore Technical Institute WI; Management Styles; *Quality Circles

During the 1982-83 school year, a quality/performance circles system model was implemented at Lakeshore Technical Institute (LTI) to promote greater participation by staff in decision making and problem solving. All management staff at the college (N=45) were invited to participate in the process, and 39 volunteered. Non-management staff (N=240) were allotted a limited number of openings, which were filled by 10 faculty members and 9 support staff. A study of the effectiveness of the model and of implementation procedures was conducted to investigate: (1) attitude changes before and after involvement; (2) differences in the attitude changes of management and non-management personnel; and (3) variations in the attitude changes of personnel with differing management styles. The study involved a presentation to all LTI personnel regarding the quality/performance system model, a literature review on the model and measures of its effectiveness, a pre- and post-test attitude survey, and the administration of a management style inventory. The results of the study revealed a significant change in participants' attitudes toward institutional decision making and problem solving. The study report includes an extensive literature review covering the development of quality circles in Japan and the United States; the results of the attitude surveys and of an evaluation of the quality/performance circles process; and the questionnaires. (LL)

ED 231 494   JC 830 347

Haase, M.; Caffrey, Patrick

Assessment Procedures, Fall 1982 & Spring 1983. Semi-Annual Research Report, Part I.

Sacramento City Coll., Calif.

PUB DATE- 12 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Persistence; *Achievement Tests; Community Colleges; *Educational Diagnosis; English (Second Language); High School Students; Quantitative Tests; Reading Tests; Scores; *Student Characteristics; *Student Placement; *Testing Programs; Two Year Colleges; *Two Year College Students

This report provides an account of the activites of Sacramento City College's (SCC's) Assessment Center from November 1, 1982 to March 31, 1983; information regarding the competency levels of the SCC student population; statistical data on research activities; and information on the proposed expansion of assessment/placement services. Following a section tracing trends and priorities in assessment services at SCC, changes in the utilization of assessment instruments are noted and figures are given on the number of students assessed using individual instruments and the discipline areas served. Subsequent sections provide summary results of studies focusing on: (1) levels of competency; (2) level placement of assessed students; (3) profile of students taking the Stanford Test of Academic Skills; (4) attrition/retention of technology students; (5) an assessment outreach program at C.K. McClatchy Senior High School; (6) English 57 essay examinations; (7) reading and science test results for Biology 1A students; (8) placement criteria changes for the English Department; (9) analysis of mathematics assessment; (10) test scores of vocational nursing students; (11)a Test of Adult Basic Education survey; (12) Nelson and Nelson-Denny Reading Test Placement surveys; (13) English as a Second Language course placement; (14) Spanish Challenge research; and (25) student placement waivers. Appendices describe the assessment/placement process and discuss the need for expansion of diagnostic assessment. (AYC)

ED 231 167 EC 152 662

Judge, Freda C.; Sconiers, Frank
Data Base for Exceptional Students Including the Sensory Impaired.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administration; *Disabilities; Elementary Secondary Education; *Management Information Systems; *Special Education; State Programs
IDENTIFIERS- *Alabama

The development of the data bank and tracking system used by the Alabama State Department of Education is reviewed. A form to be filled out by the teacher was developed and pilot tested. Problems, including a lack of consistency in student records, were identified. Following passage of P.L. 94-142, the Education for All Handicapped Children Act, the system was reworked and put into place. The Special Tracking System provides data on Child Find, least restrictive environment, as well as other special education areas including competency test modifications (such as low vision aid or interpretation). Sample forms are appended. (CL)

ED 231 184 FL 013 710

Almeida, Jose Carlos; Kliffer, Michael D.
The Interplay of Code, Message and Context in the Acquisition of Portuguese Syntax.

PUB DATE- 83
LANGUAGE- English; Portuguese
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Applied Linguistics; Audiolingual Methods; Grammar Translation Method; Higher Education; Linguistic Theory; Notional Functional Syllabi; *Portuguese; *Second Language Instruction; Semantics; Speech Acts; Structural Linguistics; *Syntax; *Teaching Methods; Transformational Generative Grammar; *Verbs
IDENTIFIERS- *Tense (Verbs)

The methodology reported in this paper argues for a synthesis of various theories and methods. First, a synopsis is given of the pedagogical and linguistic approaches that should underlie a successful attempt to teach the contrast in two verb tenses in Portuguese. Secondly, a contrast unique to Portuguese is examined and a multistage approach for teaching the contrast is suggested. The theories and approaches reviewed are: (1) Roman Jakobson's model of the speech event, a model that stresses the multifaceted nature of the speech event; (2) the notional-functional approach, which stresses the interaction of social context and grammatical form; (3) contributions of American linguistics, especially structuralism and Chomsky's generative theory; and (4) the audiolingual approach. The second part of the paper examines the preterite vs. the present perfect contrast and suggests a sequence for presenting these two tenses, based on the theories discussed. It is suggested that the tenses be taught first in isolation, then the contrast between them and finally the task of integrating the tenses into the overall tense system. Numerous examples are provided. (AMH)

ED 231 199 FL 013 750

English Language Teaching Profile: Spain.
British Council, London (England). English Language and Literature Div.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; Educational Radio; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; International Educational Exchange; *Language Role; Language Teachers; *Second Language Instruction; Teacher Education; Teacher Supply and Demand; Technical Assistance
IDENTIFIERS- *Spain

The role of English in Spain is discussed, with attention directed to (1) English within the educational system, (2) inspection of teachers and teaching methods, (3) commercial English, (4) adult education, (5) radio and television instruction in English, (6) English teachers, (7) English outside the educational system, and (8) British and American support for the teaching of English. Over the past few years, the demand for English in Spain has been increasing rapidly. English is not normally a medium of instruction except for a relatively small number of students in some university English departments and in isolated courses. It is, however, mandated that either English or French be taught throughout the 12 years of primary and secondary education. In practice, the local language is often taught in place of a foreign language at the lower level, because qualified modern language teachers are unavailable. At the university level, a great deal of importance is placed on English or other foreign languages in the first 2 years of study. English is also available through adult education at the primary, secondary, and university levels. There is much need for more trained English teachers, especially at the primary level, and help in teacher training is being provided by The British Council. The future of two American language institutes is unclear. Appendices include lists of: books used for teaching English at the primary and secondary levels, English radio programs, English-medium schools, some English-language teaching establishments, and terms used in Spanish education. (SW)

ED 231 245 FL 013 808

Burt, Andy; And Others
Immersion francaise precoce. Early French Immersion: Teacher's Resource Book.
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Classroom Techniques; Elementary Education; *French; Grade 1; *Immersion Programs; Language Arts; Reference Materials; Research Reports; Resource Materials; Social Studies; Vocabulary Development
IDENTIFIERS- *British Columbia

This resource book (in English) is part of a series of early French immersion program teaching guides--all written in French--and is designed particularly for teachers who are new to the early immersion program. It is divided into three parts: (1) suggestions and practical information for teachers including questions and answers to frequent queries; (2) examples of methodology, including practical ideas for language arts, methods of dealing with limited French vocabulary in mathematics instruction in kindergarten and grades 1 and 2, use of basic vocabulary and practical experience in social studies, and suggestions for the first three weeks in grade 1 immersion; and (3) references for parts 1 and 2. One appendix provides a list of French newspapers and periodicals, organizations, audiovisual materials, book stores, cultural groups, and miscellaneous sources of information. A second appendix presents the document, "Research Findings from French Immersion Programs across Canada: A Parent's Guide," by Jim Cummins of the Ontario Institute for Studies in Education. A selected bibliography completes the volume. (AMH)

ED 231 304 HE 016 368

Blostein, Stanley

A National Survey of Financial Management Courses in Graduate Programs of Social Work. Preliminary Report.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Accounting; *Budgeting; *Course Content; Course Descriptions; *Graduate Study; Higher Education; *Money Management; National Surveys; *Social Work; Teaching Methods

Course offerings in financial management by graduate programs in social work were determined through a 1982 national survey. Usable responses were obtained from 59 graduate programs. It was found that 47.5 percent did not offer a course in financial management, 47.5 percent did offer the course, and 5 percent offered the content as part of another course in the social work program. In those programs that offered a course, 40 percent were required courses. Ten programs were considering offering such a course, while 19 programs were not. The financial management courses had been offered for a mean of 4.8 years. The topics identified as of major importance were budgeting, basic accounting principles and practices, and financial management as a process. In general, the course was one quarter (74 percent) or one semester (23 percent) in length, and was offered to second-year students (65 percent), or first- and second-year students (29 percent). In 84 percent of the programs, the faculty teaching the courses were full-time faculty, and there were no indications of faculty from other departments teaching the course. Additional information is presented on topics included in financial management courses and teaching methodologies employed. (SW)

ED 231 379 IR 050 259

Seidenberg, Edward

Interlibrary Loan: A Description of the Texas State Library Communications Network.

Texas State Library, Austin.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Information Services; *Interlibrary Loans; Library Expenditures; *Library Networks; Library Personnel; Online Systems; Program Effectiveness; *Regional Cooperation; *State Libraries; Tables (Data)
IDENTIFIERS- *Library Statistics; OCLC; *Texas

This report describes the Texas State Library Communications Network (TSLCN), which provides interlibrary loan (ILL) services to Texas public, special, and academic libraries. TSLCN is described as a network of ten regional referral centers, operated by means of contracts with major resource center (MRC) libraries, with the entire system under the coordination of the Texas State Library (TSL). It is noted that libraries transmit ILL requests via OCLC. Presented in the report are: (1) a discussion of the history and development of TSLCN; (2) a rationale for ILL services; (3) a detailed description of TSLCN services; (4) an evaluation of TSLCN based on fill rates, turnaround time, response time, and other measures of effectiveness; (5) details of the cost of the service; and (6) an analysis of TSLCN staffing and costs per staff member. Definitions of terms used in the report are also provided. (ESR)

ED 231 408 JC 830 039

Dimsdale, Jeffrey M., Ed.
A Guide to Microcomputer Programs in the California Community Colleges.
Orange Coast Coll., Costa Mesa, Calif.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; College Instruction; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Programs; *Microcomputers; *Teacher Developed Materials; Two Year Colleges

Designed to assist faculty in California community colleges in sharing microcomputer programs they have written, this guide provides abstracts for 89 teacher-developed microcomputer programs that can be obtained for non-commercial use. Each entry contains information on the title and author of the program, the institution of the author, the computer for which the program was written, the programming language used, peripherals needed, how to obtain the program, and an abstract describing the program's content. The entries are organized in the following categories: (1) agriculture, biological science, and natural resources (8 abstracts); (2) business and management (1 abstract); (3) consumer education and home economics (1 abstract); (4) fine and applied arts (2 abstracts); (5) humanities (16 abstracts); (6) mathematics and physical sciences (20 abstracts); (7) interdisciplinary studies (1 abstract); (8) administrative uses (13 abstracts); (9) architecture, engineering, and environmental design (no abstracts); (10) communications, computers, information and library science (7 abstracts); (11) education, psychology, and physical education (6 abstracts); (12) health and commercial services (8 abstracts); (13) law, military science, and public affairs (no abstracts); (14) social science (1 abstract); and (15) apprenticeship (no abstracts). The abstracts are indexed by keywords and author, and an address list is provided for participating colleges. (AYC)

ED 231 422 JC 830 221

Mueller, Richard J.; Gibson, Ernest E.
The Study Behavior of Community College Students.
Northern Illinois Univ., De Kalb. Coll. of Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; *Measures (Individuals); *Student Characteristics; Student Needs; *Study Habits; *Study Skills; *Test Validity; Two Year Colleges
IDENTIFIERS- *Study Behavior Inventory

During fall 1982, a study was conducted at a community college in the western suburbs of Chicago to determine the relationship between students' demographic and scholastic characteristics and their study skills and habits. In addition, the study assessed the psychometric qualities of the Study Behavior Inventory (SBI), a 45-item instrument focusing on general study attitudes and behaviors; reading and note-taking techniques; and ability to cope with examinations. A random sample of 3,078 students enrolled in 151 randomly selected class sections was administered the SBI, and resulting data were analyzed statistically by means of the t-test for independence and analysis of variance procedures. The study revealed, among other findings, that: (1) all measures of academic performance showed a relationship with SBI scores; (2) students who expressed a need for study skills assistance had consistently lower SBI scores than students who felt no need for assistance; (3) the rates of self-reported need for assistance ranged from 23.4% for help in preparing for objective examinations to a high of 55.7% for assistance in study skills; (4) as the age of the students increased, their SBI scores increased; and (5) females had higher SBI scores than males. The study report includes recommendations for improving both study skills and the SBI and for further research. The SBI is appended. (HB)

ED 231 466 JC 830 314

Hoffman, Nelson M.
The Private Two-Year College: The Present Situation. Southern Association of Community and Junior Colleges Occasional Paper, Volume 1, Number 2.
Southern Association of Community and Junior Colleges.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Role; Declining Enrollment; *Educational Trends; Financial Problems; Postsecondary Education; *Private Colleges; *Two Year Colleges; Two Year College Students

The two-year private liberal arts college, with sufficient para-professional offerings, provides an alternative for students who desire a liberal arts education with necessary career expertise, yet do not want to spend the time and money required for a baccalaureate degree. These schools serve as an important part of the American system of higher education in that they have opportunities that public schools lack to devise creative and dynamic programs; add diversity; offer competition to an otherwise all-embracing public system; provide a center of academic freedom removed from political influence; are deeply committed to liberal learning; are concerned for human and individual personality; set standards; provide educational leadership; and save money for taxpayers. Much has been written about the ultimate demise of many private colleges, and, indeed, these colleges are currently facing serious problems. They suffer from a heavy reliance upon tuition, difficulties in offering competitive salaries for quality faculty, nationwide enrollment declines, the need to respond to the changing nature of American society and business demands, and decreases in federal financial aid. In spite of these obvious difficulties, most small private colleges will survive in the 20th century and in doing so will help to ensure the continuing strength of the entire system of American higher education. (AYC)

ED 231 480 JC 830 329

Kennedy, William R.
Use of Live TV to Offset Low Enrollments in a Multi-Campus Setting.
PUB DATE- 14 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; Cost Effectiveness; *Educational Television; Faculty Development; Multicampus Colleges; Needs Assessment; Program Descriptions; Program Effectiveness; *Telecourses; *Television Teachers; Two Year Colleges
IDENTIFIERS- *Cuyahoga Community College OH

In spring 1983, a pilot project was implemented at Cuyahoga Community College (CCC) to conduct a section of a low enrollment course, "The Psychology of Aging," in the main campus's television studio, with two-way communication between the main campus and the two suburban campuses. The project's success was assisted by insuring job security for instructors; crediting enrollments to the campus where students attended class; developing a support system for the dissemination of handouts and tests and the coordination of attendance, room assignments, etc.; and declaring the instructor of record, rather than the director of television production, as the final authority. Before increasing the use of live television, a full-scale market analysis should be conducted, major attention should be directed at course selection, and the college should make a commitment to offer the courses. In addition, a staff development program must be implemented, involving, for example, exposing instructors to a variety of television courses, videotaping current classes for instructor self-evaluation, and encouraging instructors to outline the entire course in detail. Instructional and technical support systems are also important aspects of program success. The benefits of the project included an improved institutional image, increased skills of the television staff, and the utilization of the school's current resources in new ways. (LL)

ED 231 093 EA 015 790

Adams, Raymond S.; Chen, David
The Process of Educational Innovation: An International Perspective.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- ISBN-92-803-1096-8 (Unesco)
PUB DATE- 81
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.94; Frs. 100.00) ; Kogan Page Limited, 120 Pentonville Road, London N1 9JN England (ISBN-0-85-038-511-3).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Education; Cross Cultural Studies; Cultural Context; Developed Nations; Developing Nations; *Educational Change; Educational Environment; Educational History; *Educational Innovation; Educational Research; Elementary Secondary Education; Foreign Countries; *Global Approach; Social Influences
IDENTIFIERS- Ghana; Indonesia; Israel; Malaysia; New Zealand; Sierra Leone; West Germany

This study of recent educational innovation in seven different countries aims to provide an understanding of how innovation and reform can be made to work by focusing on process. Chapter 1 discusses common concerns such as national identity, as well as methodological problems. Chapters 2 and 3 describe the contrastive styles of educational planning in Indonesia, where innovation is based on research and development, and West Germany, which has approached educational reform primarily through legislation. While the efforts at educational innovation in Sierra Leone discussed in chapter 4 focus entirely on teacher training, the Israeli approach described in chapter 5 involves a project that has evolved at the municipal level without official support from the national Ministry of Education. Chapter 6, which describes the pragmatic-realist Malaysian "experiment in systematic adaptation," is followed in chapter 7 by a description of New Zealand's efforts to overcome "institutional inertia" by decentralization and innovation in the designs of school buildings. Finally, chapter 8 discusses the Ghanian attempt to introduce practical work into a basically traditional academic curriculum. Chapters 9 and 10 summarize the book's findings and conclusions and call for further research into the nature of educational innovation. (JBM)

ED 231 151 EC 152 596

Reynolds, Maynard C., Ed.; And Others
Public Policy and Educating Handicapped Persons. A Symposium.
American Association of Colleges for Teacher Education, Washington, D.C.; Council for Exceptional Children, Reston, Va.; Kansas Univ., Lawrence. Center for Public Affairs.; Policy Studies Organization.
REPORT NO.- ISBN-0-86586-144-7; ISBN-0-918592-60-7
PUB DATE- 83
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 266; $10.00, $8.50 member price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTIONS- Delivery Systems; *Disabilities; *Educational Trends; Elementary Secondary Education; *Program Effectiveness; *Public Policy; *Special Education

The volume presents proceedings from a 1981 conference on public policy issues in the education of handicapped children. Four major presentations are followed by reactions. Presenters were asked to address issues involving the nature and effectiveness of the current system for serving handicapped students, contributions of public policy to education for handicapped students, integration of special education with other systems, and the need for the restructuring of special education. The following papers are included: "The Emerging System for Educating Handicapped Children " by L. Lynn, Jr. and response by J. Frankl; "Effectiveness of Special Education" by G. Glass and response by M. Scriven; "Public Education: A System to Meet Its Needs" by R. Howsam and response by I. Simpson; and "How Can Special Education be Coordinated with Other Service Systems?" by D. Stedman and response by G. Dybwad. In addition, the volume contains five papers which focus on restructuring special education: "Special Education: The Cost of Experimentation" (F. Macchiarola, R. Bailey); "Great Expectations: Making Schools Effective for All Students" (R. Hersh, H. Walker); "Restructuring 'Special' School Programs: A Position Paper" (M. Reynolds, M. Wang); "Guides for Future Special Education Policy" (T. Joe, F. Farrow); and "The Effectiveness of Special Education: A Survey" (J. Brandl). Three concluding papers include a response to G. Glass by K. Charlie Laken, "Conference Reactions and Observations on Special Education in the 1980s" by M. Ziegler, and "Strategies for Special Education in the 1980s: A Conference Epilogue" by W. Copeland. (CL)

ED 231 215 FL 013 773

Brause, Rita S.; And Others
An Investigation into Bilingual Students' Classroom Communicative Competence. Final Report.
New York City Board of Education, Bronx, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
GRANT- NIE-G-80-0196
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; Class Activities; *Classroom Communication; *Communicative Competence (Languages); *Discourse Analysis; Educational Research; Elementary Education; *English (Second Language); *Interaction Process Analysis; Spanish Speaking; Student Improvement; Teacher Role; Teaching Styles

The project studied a critical aspect of school performance, how children know how to display interactional competence during classroom lessons. Using videotapes of classroom lessons and interviews with participants, the study analyzed the language used by teachers and students as well as their physical behaviors to infer the knowledge needed for learners to function successfully. The participants in the study were teachers and students in a kindergarten, a second- and a fifth-grade classroom in which Spanish and English were the language of instruction. The findings were that in order to be interactionally competent, students must be able: (1) to recognize when lessons and episodes begin and end; (2) to know and follow the rules which govern them in order to participate appropriately by listening, soliciting a turn-at-talk, and/or responding to a teacher initiated turn as well as to initiate the negotiation of new episodes. These findings suggest that teachers facilitate the acquisition of classroom interactional competence and student learning by having consistent and clear instructional practices. These understandings provide an improved basis for establishing appropriate and equitable classroom experiences for monolingual and bilingual students and for recognizing the importance of not assuming that students need no help in learning classroom procedures. (Author/AMH)

ED 231 350 IR 010 758

Wedemeyer, Dan J., Ed.

PTC '83. Pacific Telecommunications Conference. Papers and Proceedings of a Conference (Honolulu, Hawaii, January 16 19, 1983).

Pacific Telecommunications Council, Honolulu, HI.

PUB DATE- 83

AVAILABLE FROM- Pacific Telecommunications Council, 1110 University Ave., Suite 303, Honolulu, HI 96826 ($30.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Developing Nations; *Development; Electronic Equipment; Futures (of Society); Information Networks; *Regional Planning; Standards; *Technology Transfer; *Telecommunications

IDENTIFIERS- Distance Education; *Pacific Region; Pacific Telecommunications Council

These 40 papers were selected on the basis of their contribution to building an effective knowledge base for professionals facing the Pacific telecommunications challenge. A foreword, a list of conference organizations and sponsors, and 13 session summaries precede the papers, which are organized generally by topic: (1) local and national development needs: infrastructures, satellites, and terrestrial facilities (business applications, user needs for telecommunications and communication infrastructure, including political and social and economic aspects); (2) Pacific regional and international infrastructure, satellite and surface systems (business requirements, user needs in the Pacific, institutional infrastructures and constraints in the Pacific, and Pacific satellite/terrestrial systems); (3) international systems and problems (geostationary arc, transborder data flow, information technology transfer and evolution of telecommunications policy in industrialized, Pacific-basin countries, international telecommunications standards, and the Johoka Shakai/information society). Most papers include abstracts and references. (LMM)

ED 231 168 EC 152 663

Burton, Louise F.
Use of Timeout with the Deaf-Blind and Severely Handicapped.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavior Modification; *Deaf Blind; Elementary Secondary Education; Reinforcement; *Severe Disabilities; *Timeout

Timeout, a widely used approach with severely handicapped and deaf blind students, is nevertheless potentially aversive and should not become a routine procedure. The decision to employ timeout from positive reinforcement should be based on careful consideration of the child's behavior, the severity of the target behavior, and the need for emergency intervention. All procedural safeguards should be understood and followed, and the timeout plan included as part of the child's individualized education program. Tables and charts depicting considerations concerning implementing the seclusion timeout and sequencing the procedure are included. (CL)

ED 231 320 HE 016 396

Financing Higher Education in Indiana: State, Institutional, and Student Perspectives. Annual Report.

Indiana State Commission for Higher Education, Indianapolis.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; College Role; Comparative Analysis; Degrees (Academic); Educational Benefits; *Educational Finance; Educational Objectives; *Enrollment Trends; Expenditures; Government School Relationship; *Higher Education; Income; Majors (Students); State Aid; *State Boards of Education; State Colleges; *Statewide Planning; Student Characteristics; Student Financial Aid; Trend Analysis; Tuition
IDENTIFIERS- Illinois; *Indiana; Iowa; Michigan; Minnesota

The 1983 annual report of the Indiana Commission on Higher Education is presented. After a review of the financing of Indiana higher education from the perspectives of the state, institutions, and students, the 1982 activities of the Commission are described. In addition, extensive trend data for Indiana and some comparative data for neighboring states (Illinois, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) are presented. Issues related to the state's concerns for financing higher education include: the relationship of higher education to the accomplishment of various state objectives (e.g., upward mobility for citizens), ensuring adequate educational capacity to meet state educational needs, the balancing of supply and demand for educational services, and creating financial infrastructures for higher education. Institutional perspectives concern the relationship of costs to revenues, changes in the means of instruction, and increased competition for students. Issues important to the student include the benefits of college attendance, the cost, and the extent of choice available. The trend data concern: enrollment trends, student characteristics, degree and program enrollments, tuition, student financial aid, and state appropriations. (SW)

ED 231 394 IR 050 341

Hood, Paul D.
The Role of Linking Agents in School Improvement: A Review, Analysis, and Synthesis of Recent Major Studies.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adoption (Ideas); Agencies; *Change Strategies; *Diffusion (Communication); *Educational Improvement; Educational Innovation; *Educational Research; Information Dissemination; *Linking Agents; Networks; Organizational Change; Staff Role; Teacher Role; Technical Assistance
IDENTIFIERS- Knowledge Utilization; *Research and Development Utilization Program

Research findings concerning a class of rational strategies that emphasize linking schools with outside knowledge and expertise are summarized, with special attention given to findings from five recent or soon-to-be-completed studies. This report consolidates, organizes, and interprets the quantitative research evidence concerning the roles, activities, job contexts, and effects of external linking agents and agencies on school improvement outcomes, and examines the role of the external linking agent in terms of a larger set of internal and external factors that affect these outcomes. Five issues are addressed specifically: (1) recent research findings implications concerning linking agents; (2) linking agent roles in actual practice; (3) evidence concerning the effects and outcomes of linking agents' efforts; (4) implications of recent studies for the selection, training, and support of linking agents; and (5) study implications for the initiation, continuation, or modification of efforts employing linking agents to improve United States schools in the 1980's. An eight-page reference list, a four-page bibliography, and an additional publication list for DESSI (A Study of Dissemination Efforts Supporting School Improvement) publications are included. (Author/LMM)

ED 231 108 EC 151 983

Gentry, Barbara
Does Mainstreaming Insure Integration?
Kansas Univ., Lawrence. Early Childhood Inst.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Data Collection; *Disabilities; *Interaction Process Analysis; *Mainstreaming; *Observation; *Peer Relationship; Play; Preschool Education; *Social Behavior; Student Behavior; Student Placement

A code to systematically observe preschool settings in which handicapped children were placed was designed to determine the types of interaction and play behavior that occurs in these settings. The code records the following information: play area the child is in, how many children are in the same area, the play behavior the child is undertaking, who the child is with, and special incidences of positive or negative affection and aggression. Preliminary findings showed almost 50 percent of the interactions recorded were between handicapped and nonhandicapped children; given the high ratio of handicapped to normal children in the classroom, the probability of interaction is more than 50 percent; although the nonhandicapped children seemed generally accepting of their handicapped peers, sometimes there was outright rejection; handicapped children were more likely to be included with a group of children than to be selected by a nonhandicapped child to play with on a one-to-one basis; handicapped children were likely to be excluded by their normal peers for play that required more skills than for less skilled activities; when the only choice of a playmate was a handicapped child, the nonhandicapped children engaged in more isolated play; and handicapped children were less likely to initiate contact. Finally, activities are being planned to encourage social interaction in the mainstreamed setting. (SEW)

ED 231 122 EC 151 997

Programs and Services for the Orthopedically Handicapped and Other Health Impaired. Addendum: Health Impairments Due to Autism.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-82-3438
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Autism; Competence; Elementary Secondary Education; Eligibility; Federal Legislation; *Handicap Identification; Special Education; State Departments of Education; *State Standards; *Student Placement; Teacher Characteristics
IDENTIFIERS- Education for All Handicapped Children Act; *Hawaii

Identification and placement standards and guidelines for school districts in Hawaii are provided to enable autistic children to receive services under the "other health impaired" category. The procedural change, deleting autistic children from the "seriously emotionally disturbed" category, is reported to be a result of the technical amendment in the definition of autistic children under Part B of P.L. 94-142 (the Education for All Handicapped Children Act) and derives from recent research showing physiological rather than environmental etiology of the disorder. Described are procedures for identification, eligibility determination, programing, and the competencies required by teachers and ancillary personnel. A reference section with about 200 citations constitutes more than half the document. (MC)

ED 231 138 EC 152 515

A Project to Provide Training Assistance to States Relative to Personnel Planning and Development in Special Education. Final Report, 1979-1982. Special Project.
Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007900932
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Conferences; *Disabilities; Elementary Secondary Education; Employment Statistics; Federal Legislation; Government Role; *Inservice Education; Needs Assessment; *Personnel Management; *Program Development; Publications; *Special Education Teachers; Specialists; *Staff Development; State Departments of Education; Technical Assistance; Workshops
IDENTIFIERS- *Education for All Handicapped Children Act

A final project report of the Project on Cooperative Manpower Planning in Special Education of the University of Missouri-Columbia is presented, along with the introductory sections of seven reports and handbooks produced as part of the project. The objective of the project was to provide technical assistance to State Education Agencies during 1979-1982 and to help establish Comprehensive Systems of Personnel Development (CSPD) as required by P.L. 94-142, the Education for All Handicapped Children Act. Project activities and accomplishments are discussed in regard to four major categories: needs assessment activities, products and publications, workshops and symposia, and technical assistance. Overviews are presented of the following needs assessment activities: 1980 and 1982 national state of the art studies of state involvement in CSPD activities (e.g., planning, needs assessment, and inservice training); the supply and demand of specific special education personnel; and trends in special education service delivery, training, and attrition within each state. Excerpts are appended of the projects' seven publications relating to CSPD development and implementation. In addition to the 1980 and 1982 CSPD survey reports, the other publications concern the Missouri Symposium on Doctoral Programming in Special Education and the following CSPD considerations: a manpower data management system, needs assessment, evaluation, and inservice education. The focus of the 1980 regional workshops was on the content and strategies involved in updating, establishing, implementing, and evaluating CSPDs. Objectives of the 1982 workshops included providing technical assistance relative to CSPD components and presenting an example of computerized information sharing. (SEW)

ED 231 230 FL 013 793

Burt, Andy; And Others
Immersion francaise precoce: Francais--maternelle (Early French Immersion: Kindergarten French).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Auditory Perception; Class Activities; *French; *Immersion Programs; *Kindergarten; Language Skills; Lesson Plans; Motor Development; Primary Education; *Second Language Instruction; Skill Development; Spatial Ability; Teaching Guides; Visual Perception
IDENTIFIERS- *British Columbia

This kindergarten level teaching manual accompanies the early French immersion program. It is based on general and specific learning objectives for the four skills that the child needs to develop, namely listening, speaking, reading, and writing. The introduction to the manual provides an overview of the program for the primary grades and learning objectives for the four language skills for grades 1-7. The lessons are organized according to the following areas of individual development: (1) language acquisition, (2) development of motor coordination, (3) development of visual and spatial perception, and (4) development of auditory perception. Each section has from five to eight lessons which are organized according to the following schema: (1) general objective; (2) specific objective; (3) specific learning objective for the lesson, which includes a statement of content and instructional materials; and (4) suggested individual and group learning activities along with references and sources for instructional materials. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

Tuttle, Ron
Enrollment Trends in North Carolina Private Higher Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Enrollment Trends; Full Time Equivalency; Higher Education; Institutional Characteristics; Liberal Arts; *Private Colleges
IDENTIFIERS- *North Carolina

Enrollment trends at North Carolina's private higher education institutions during 1978-1982 were examined. The total full-time-equivalent enrollment for all private institutions in the state increased from 48,446 in 1978 to 49,808 in 1982. Based on the Carnegie Classifications of Institutions of Higher Education, it was found that each classification of private university and college exhibited enrollment growth during the 5-year period, except for Comprehensive Universities and Colleges II, which experienced enrollment declines. The largest enrollment increase was for the Comprehensive Universities and Colleges I classification. Most private North Carolina institutions are classified as Liberal Arts Colleges II, a group that showed diverse enrollment trends. Enrollment data for individual institutions are included. (SW)

ED 231 275 HE 016 261

Hendel, Darwin D.; Solberg, Jeanne
Sabbatical and Leave Experiences of Female and Male Faculty at a Large Research University.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Comparative Analysis; Competitive Selection; *Faculty Development; Higher Education; Institutional Research; Males; *Professional Continuing Education; Released Time; *Sabbatical Leaves; *Sex Differences; Teacher Attitudes; Trend Analysis; *Women Faculty
IDENTIFIERS- Research Universities

Sex differences in faculty members' use of and evaluation of sabbaticals and leaves taken at a large research university were examined. Attention was directed to sex differences in two faculty programs: a competitive leave program, established in 1954, which awards faculty a leave for one quarter at full pay; and a noncompetitive sabbatical program, established in the early 1900s, which grants faculty sabbaticals for 1 year at half salary. Usable questionnaire responses were obtained from 1,168 tenured faculty at the Twin Cities Campus of the University of Minnesota. It was found that a higher percentage of males than females had received both a noncompetitive sabbatical as well as a competitive quarter leave. Despite the variation in percentages of awards to females versus males, institutional records revealed that the percentages of male and female awardees fluctuated considerably from year to year, and no clear trends appeared for the last 15 years. Although male and female faculty who had taken a sabbatical or leave responded similarly in their descriptions of benefits of a sabbatical or leave, male and female faculty who had not taken one differed in their stated reasons for not doing so. The findings are discussed within the context of the potential advantages to the individual and institution of using the leave options. (SW)

ED 231 335 IR 010 732

Mann, William C.; Matthiessen, Christian M. I. M.
Nigel: A Systemic Grammar for Text Generation.
University of Southern California, Marina del Rey. Information Sciences Inst.
SPONS AGENCY- Air Force Office of Scientific Research, Washington, D.C.
REPORT NO.- ISI/RR-83-105
PUB DATE- Feb 83
CONTRACT- F49620-79-C-0181
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Artificial Intelligence; *Computer Programs; Discourse Analysis; *Grammar; *Linguistic Theory; Programing; Scripts; *Semantics; Sentence Structure; Syntax
IDENTIFIERS- *Nigel (Computer Program); Systemic Grammer; Text Structure

This three-paper report describes Nigel, a large, programmed grammar of English which has been created in the framework of systemic linguistics begun by Halliday, and which, in addition to specifying functions and structures of English, has a novel semantic stratum which specifies the situations for use of each grammatical feature. The non-technical overview provided by the first paper emphasizes the ways in which Nigel has augmented various precedents in the systemic framework and indicates the current state of development. The second paper presents an extended example of how Nigel works, showing the coordination of syntactic and semantic parts through a demonstration in which actors play the role of the text generation program's major components, and the generation consists of the interaction of these components to produce a single sentence. The third paper describes the relationships between the framework implemented in Nigel and its systemic precedents, reporting on work in systemic grammar and semantics carried out by Mann, Halliday, and Matthiessen. The discussion focuses on the grammar and semantic framework and machinery, and how the grammar design relates to the text generation task. The first and third papers rely on the second for examples. (LMM)

Duchesne, Roderick M.
Selected Canadian Library Network Terms = Quelques Termes Relatifs au Reseau Canadien de Bibliotheques.
National Library of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-52107-2
PUB DATE- Nov 82
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Advisory Committees; Communications; *Definitions; Foreign Countries; Glossaries; *Information Networks; Online Systems; Shared Services
IDENTIFIERS- *Bibliographic Networks; Canada; *Information Transfer

This document provides working definitions in English and in French of the terms which appear in the names of three (Canadian) National Library Advisory Board Committees: (1) the Bibliographic and Communications Network Committee; (2) the Resource Network Committee; and (3) the Committee on Bibliography and Information Services for the Social Sciences and Humanities. Five other terms are also defined, i.e., "computerized library network," "decentralized network," "library network," "open network," and "resource sharing." For each term additional text is presented which amplifies the definition and notes relationships with other terms. Also provided are a list of 10 references and a 7-item bibliography listing more extensive glossaries. (ESR)

ED 231 438 JC 830 265

Nussbaum, Tom
Minimum Standards.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Academic Standards; Accountability; Class Size; College Faculty; *Community Colleges; Compliance (Legal); Counseling Services; Degrees (Academic); Educational Facilities; *Eligibility; Grading; Policy Formation; State Aid; State Boards of Education; *State Legislation; *State Standards; Two Year Colleges
IDENTIFIERS- *California

The result of a comprehensive review by the Board of Governors of the California Community Colleges of the minimum standards entitling community college districts to receive state aid, this report provides background information, summarizes proposed changes, and offers the complete text of a revised set of regulations. Section I presents background on the Board's mandate to set regulations fixing minimum standards and to periodically investigate each community college to determine whether it has met these standards. This section also identifies themes that have emerged during the Board's 2-year investigation of the standards; summarizes the Educational Policy Committee's discussions; reviews proposed regulation changes; and proposes a process for future reviews. Section II, the bulk of the report, itemizes and provides commentary on the proposed regulations which include chapters on base levels of performance in instructional programs; qualifications and numbers of teaching staff; grading policies; facilities; counseling programs and staff; degrees and certificates; minimum class size; and approval of new colleges and centers. Appendices include proposals to reform accountability, criteria for minimum standards, a copy of the text of the minimum standards as adopted by the Board of Governors, and a policy for 1982-83 course cuts. (LL)

ED 231 495 JC 830 348

Mohn, Meleese, Ed.

"Primary Partners in Economic Development": Cooperation in High Technology--Community Colleges, Business and Industry, Labor and Government. Conference Proceedings (Seattle, Washington, August 20, 1982).

Seattle Community Coll. District, Washington.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- College Role; *Community Colleges; Cooperative Programs; *Economic Climate; *Economic Development; Government Role; Labor Education; Labor Force Development; *School Business Relationship; *State Programs; *Statewide Planning; Two Year Colleges

IDENTIFIERS- North Carolina; South Carolina; *Washington

This proceedings reflects the content of a day-long conference designed to introduce selected publics to established models for economic stimulus with applicability to Washington state; provide a focus for the statewide legislative studies of education and high technology; and promote the Washington state community college system as the primary connection with business, industry, and labor for the support and development of incentives for economic recovery through education and training. For each of the four conference sessions, and luncheon and dinner addresses, summaries are provided of the major presentations, reactor comments, and participant feedback as gathered through questionnaires. The major presentations were: (1) "Employment Picture in Washington State," by Norward Brooks, Commissioner of the Employment Security Department; (2) "Cooperative Programs in Washington Community Colleges/Business-Industry Connection," by John Vicklund from Eldec Corporation and Larry Henderson from Kaiser Aluminum; (3) "Economic Development and the Future of Washington State," by Richard T. Schrock, Director of the Department of Commerce and Economic Development; (4) "A Successful State Model--North Carolina," by Larry Blake of the North Carolina State Department of Community Colleges; (5) "The National Picture: Economy on the Downtrend," by Richard Klassen; and (6) "Building a Team: Community Colleges, Business and Industry, State Government--This Is the Way We Did It in North Carolina," by Governor James B. Hunt. (AYC)

ED 231 169 EC 152 664

Ekstrand, Richard E.
Mediation: A Process That Works (Some Practical Thoughts for School Systems on Mediation of Special Education Disputes).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Arbitration; *Disabilities; Elementary Secondary Education; *Parent School Relationship; *Special Education

The paper examines the issues and process involved in mediation of special education disputes. Mediation is an informal, optional procedure that may save time, money, and emotional strain for both staff and parents. Issues should not be mediated if there is no willingness to accept the mediation decision. Mediation should begin after all efforts at negotiation by staff and legal counsel have failed. Determining who should conduct the mediation is a crucial decision, and in addition to being an uninvolved third party, the mediator should be knowledgeable about legislation and special education and should be able to communicate effectively. The mediator should be prepared (know the facts, issues, the positions of each party, and have alternatives for resolution) and should be fair (assure that the parties know the ground rules and eliminate adversarial conduct). (CL)

ED 231 185 FL 013 716

Takala, Sauli
On Word, Meaning and Vocabulary in the Context of General Soviet Theory of Psycholinguistics.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Articulation (Speech); Foreign Countries; *Inner Speech (Subvocal); Linguistic Theory; Literature Reviews; Neurolinguistics; *Psycholinguistics; Psychology; Research Methodology; *Semantics; *Speech Communication; Vocabulary
IDENTIFIERS- *USSR

Some basic starting points in Soviet psychological, educational, and psycholinguistic research are reviewed, with emphasis on the difference in perspective and terminology between Soviet and Western research. It was found that the concept of units and levels of analysis is evident in Soviet psycholinguistic research. The development of this and other methodological principles, explicated by Vygotsky in the 1920's is traced and their application to recent Soviet psycholinguistics is discussed. The emphasis is on the interrelationships between the various levels of consciousness, neurophysiological levels, and levels of language ability; the role of memory in speech production; and categories of linguistic utterance. Leontev's theory on the process of generation of utterances is reviewed and offered as a general model of human language ability. The salient points in Vygotsky's and Leontev's models are then applied to the study of meaning, word, and vocabulary in Soviet psycholinguistics. The focus is on language and thought, meaning and sense, the role of words in language activity, the relationship between grammar and lexis, the search for words in speech production, and types of vocabulary. (AMH)

ED 231 200 FL 013 751

English Language Teaching Profile: Turkey.
British Council, London (England). English Language and Literature Div.
PUB DATE- Feb 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; International Educational Exchange; *Language Role; Language Teachers; Private Schools; Public Schools; *Second Language Instruction; Teacher Supply and Demand; Technical Assistance
IDENTIFIERS- *Turkey

The role of English in Turkey is discussed, with attention directed to: (1) education within the educational system, (2) English teachers, (3) teaching materials, (4) English outside the educational system, and (5) British and American support for the teaching of English. Although English is not used as a means of social communication in Turkey, it is the main language for international communication and is used for instruction at some universities and a number of state and private schools. English is taught at the primary level at some private schools. There is a serious shortage of foreign language teachers for secondary schools, particularly in English. At the intermediate and secondary levels, students are obliged to study a foreign language, and two-thirds take English. The English-medium universities provide an intensive one-year preparatory course for prospective freshman. In addition, a state language school provides government employees with intensive English language instruction. Lists are appended of English-teaching institutions under the following categories: (1) English-medium universities giving intensive English preparation, (2) university departments of English and literature, (3) university departments with a teacher-training component, (4) teacher training institutes, (5) university departments or schools giving foreign language courses, (6) university-level academies of architecture/engineering and economic/commercial science, (7) state secondary schools, (8) various types of private schools, (9) military secondary schools, (10) government institutions, and (11) British language schools. (SW)

ED 231 246 FL 013 809

Burt, Andy
Immersion francaise precoce. Early French Immersion: Administrator's Resource Book.
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Elementary Education; Enrollment; *French; *Immersion Programs; Parent School Relationship; Personnel; *Program Administration; Reference Materials; Research Reports; Resource Materials; Scheduling; School Organization
IDENTIFIERS- *British Columbia

This handbook (in English) is part of a series of early French immersion program teaching guides--all written in French--and is designed to serve as a guide for administrators in schools with classes of students who are being instructed in French for a large part of their school program. It addresses itself to areas of concern which are unique to schools with French immersion programs. The guide deals specifically with four issues: staffing; scheduling and time allotments; enrollment of students; and administration of the program with regard to curriculum, professional development, evaluation, and reporting. An appendix presents an organization plan for a French immersion program based on one school's experience. A second appendix presents "Research Findings from French Immersion Programs across Canada: A Parents' Guide," by Jim Cummins. (AMH)

ED 231 290 HE 016 277

Accreditation Fact Sheet.

National Association of Private, Nontraditional Schools and Colleges, Grand Junction, Colo.

PUB DATE- 83

AVAILABLE FROM- National Association of Private, Nontraditional Schools and Colleges, 1129 Colorado Avenue, Suite 320, Grand Junction, CO 81501.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- *Accreditation (Institutions); *Accrediting Agencies; Agency Cooperation; Eligibility; Experiential Learning; Government School Relationship; Higher Education; Information Sources; *Institutional Evaluation; *Nontraditional Education; *Private Colleges; Standards

IDENTIFIERS- *Department of Education; *National Assn Private Nontraditional Schools Colls

Questions and answers concerning accreditation of postsecondary institutions are presented, along with a list of personal/organizational sources and bibliographical sources of information. Information is provided on the following: accreditation and its origin, the Council on Postsecondary Accreditation, the U.S. Department of Education, the Eligibility and Agency Evaluation Staff of the federal government, the National Association of Private, Nontraditional Schools and Colleges (NAPNSC), the relationship and status among these different organizations/agencies, the bureaucratic mechanisms in the Department of Education for determining institutional eligibility for federal funding, historical differences in the process of recognition, possible conflicts of interest in the eligibility process, policy statements regarding accreditation, accreditation rights and legality, required constituency and growth of NAPNSC, the founding of regional and national accrediting bodies, acceptance of the NAPNSC without national recognition, employer acceptance of NAPNSC-accredited credentials, the accreditability of experiential learning, and the costs and benefits of accreditation. The organization list includes address, phone number, and the name of a top agency official. (SW)

ED 231 305 HE 016 369

Poole, W., Ed.; Novak, J., Ed.
Options for the 80's: Research That Makes a Difference. Proceedings of the Annual College of Education Graduate Conference, (2nd, St. Catherines, Ontario, November 6, 1982).
Brock Univ., St. Catherines (Ontario).

PUB DATE- 6 Nov 82
AVAILABLE FROM- Brock University, St. Catharines, Ontario, L2S 3A1, Canada.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Role; Computers; Discipline Policy; *Education Majors; Elementary Secondary Education; Environmental Education; *Graduate Study; Higher Education; Inservice Teacher Education; *Masters Degrees; Physical Education; Program Evaluation; Reading Instruction; Research; Science Instruction; Special Education; Stress Variables; *Student Projects
IDENTIFIERS- *Brock University (Canada)

Proceedings of Brock University's Graduate Conference, which enabled Master of Education graduates to share their research findings, are presented. Twenty-seven papers are included on the following topics: reading, physical education and coaching, homelife affecting schooling, stress, board/administrator decision making, behavior disordered children, gifted children, computers in research, environmental education, invitational education, thinking skills, needs in science teaching, program evaluation, the hidden curriculum, discipline, inservice teacher education, and new directions in graduate education. Among the topics are the following: the alleged claims of superiority of the language experience approach to reading over the text method; promoting a positive self-concept in student through the physical education program; the relationship between life stresses and stresses in the teaching profession; performance review of school supervisory officers; students' use of a problem-solving method; evaluating sexism in the hidden curriculum; teacher training in curriculum process skills; and recent events in the Master of Education program and future possibilities. (SW)

ED 231 380 IR 050 289

Goldhor, Herbert; Thomassen, Cora E.
The 1981 Survey of Illinois Public School Library Media Centers. Illinois Library Statistical Report No. 6.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Educational Media; Elementary Secondary Education; *Information Networks; *Learning Resources Centers; Library Expenditures; Library Materials; Library Research; Library Services; Library Technical Processes; *Public Schools; Questionnaires; *School Libraries; Surveys
IDENTIFIERS- *Illinois Library and Information Network; Illinois State Library; Library Statistics

Questionnaires were mailed to all 1,010 Illinois public school districts to collect data on general aspects of the districts and of the school library media program, program staff and materials collection, cataloging, accessibility, audiovisual resources and services, financial expenditures and affiliation with ILLINET (Illinois Library and Information Network). Analyses of the responses received from 493 school districts indicate that (1) most school districts have separate library rooms; (2) the average number of cataloged books is 15 per enrolled student; (3) school library media centers are typically open 6 to 7 hours per day; (4) over 90% of the centers have available 16mm film, filmstrip, slide, overhead and opaque projectors, phonographs, and a cassette recorder and/or playback machine; (5) only 11% of the districts report the availability of a microcomputer; (6) expenditures for all pruposes other than salaries averaged $14 per pupil; and (7) just under one-half of the respondents are affiliated with ILLINET. Appendices include a survey questionnaire form and data for each responding school district, and 30 pages of basic tables which present the distribution of responses by enrollment size group, geographic area, grade levels served, number of attendance centers, and a statewide estimate. (Author/LMM)

ED 231 409 JC 830 051

Conkright, Alice M.

"Only Connect..." A Passionate Plea for an Integrated Curriculum. An Issue Paper.

Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Curriculum; *Community Colleges; *Core Curriculum; Curriculum Design; Educational Needs; *Futures (of Society); *General Education; Humanities Instruction; *Integrated Curriculum; *Interdisciplinary Approach; Two Year Colleges

Arguing that a successful general education program depends upon an integrated curriculum, this paper urges community colleges to take a strong leadership role in developing a curriculum that is consistent with historical, cultural, and biological realities. After underscoring the need for interdisciplinary education, the paper provides a historical summary of the development of discipline-centered studies, stressing their advantages and limitations. Next, an overview of the current status of interdisciplinary studies is presented, examining the increase of interdisciplinary humanities enrollments; the forms in which interdisciplinary courses are offered (e.g., courses within the humanities, interdivisional courses, heritage-based courses, theme courses, and weekend classes); the various purposes served by these courses; and the interdisciplinary curriculum cores of Miami-Dade Community College and Los Medanos Community College. Cohen and Brawer's model for an integrated curriculum, which is organized around divisions in culture, communication, institutions, and environment, is then described and criticized for its failure to bridge the chasm between science and the arts. Finally, the urgency for developing an integrated curriculum is stressed given the risks and dangers facing society and the importance of broad understanding in the survival of the species. A list of global, educational and administrative issues related to the development of integrated curricula is appended. (LL)

ED 231 423 JC 830 224

Rendon, Laura

Chicano Student and Institution Related Determinants of Educational Outcomes in South Texas Community Colleges.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Achievement; Community Colleges; Ethnicity; *Mexican Americans; Occupational Aspiration; *Outcomes of Education; *Student Attitudes; Student Characteristics; Student College Relationship; *Student Educational Objectives; Surveys; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Texas (South)

A study was conducted to examine factors affecting the success of Chicano students in achieving their educational and career goals. The study assessed the relationship between student-related variables (e.g., student characteristics and educational and career goals prior to community college enrollment); college-related variables (e.g., student/institution interactions and Chicano collective consciousness); student objective attainment (i.e., institutionally defined outcomes such as credits and degrees earned); and student subjective attainment (i.e., individually defined outcomes including perceptions of goal attainment and satisfaction). A 46-item survey instrument was sent to 1,786 Chicano students enrolled at three south Texas community colleges. Study findings, based on a 24% response rate, included the following: (1) students who attended a two-year institution because of fear of rejection at a four-year school tended to have less subjective attainment; (2) students with vocational/technical goals reported less satisfaction with their educational goals; (3) students who maintained their goals reported better subjective attainment; (4) student background characteristics appeared to indirectly influence the type of credential earned; and (5) high school achievement and father's work status had the most significant effect on credential attainment. (HB)

Groff, Warren H.
Assisting a College's Service Area in the Transition to the New Technology Society through Strategic Planning and Management.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Planning; College Role; *Community Development; Community Education; *Computer Literacy; Educational Objectives; Information Processing; Postsecondary Education; *School Community Relationship; Technical Institutes; *Technological Advancement; *Technological Literacy; Two Year Colleges
IDENTIFIERS- *North Central Technical College OH; Ohio

North Central Technical College's (NCTC's) strategic planning and human resource development model is described in this paper in terms of its role in assisting the college's service area in adapting to new technologies. First, background information is presented on NCTC's planning process with respect to the strategic goal areas of: (1) information processing, including the goals of computer literacy and the "paperless" office; (2) electronic delivery of educational goals and services; and (3) high technology education (i.e., advanced machine tool design, microelectronics, robotics, lightwave circuit technology). In addition, the impact of these goals on shaping equipment decisions is examined. Following a look at the transformation to a high technology, information society, the implications of this transformation for postsecondary education are explored, emphasizing institutional commitment to computer literacy and the use of new technologies in public service functions. Next, NCTC's role in community renewal is described, focusing on the college's involvement in such projects as the Community Education Service's continuing education program, and the Ohio Technology Transfer Organization, a statewide network providing small businesses with access to information and services needed for economic development. The final section summarizes the role of postsecondary education in a computer literate, high technology, information society. (LL)

ED 231 467 JC 830 315

Hess, Gerhard

Freshmen and Sophomores Abroad: Community Colleges and Overseas Academic Programs.

REPORT NO.- ISBN-0-8077-2727-X
PUB DATE- 82
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; Consortia; *Cooperative Programs; Educational Benefits; Educational History; *Outcomes of Education; *Program Administration; *Study Abroad; Two Year Colleges
IDENTIFIERS- *College Consortium for International Studies; *Rockland Community College MD

The mechanics of establishing and maintaining overseas academic programs are examined in this monograph with respect to the community college level. Chapter 1 provides a history of internationalism in institutions of higher learning from ancient times in India, China, Persia, Greece, Rome, and Western Europe. Chapter 2 presents a rationale for the involvement of community colleges in international programs. After chapter 3 reviews the model of community college involvement in overseas programming provided by Rockland Community College (RCC), chapter 4 describes the cooperative efforts between RCC and other educational institutions, and national cooperative efforts to develop overseas programs. In chapter 5, the work of the College Consortium for International Studies, an umbrella organization encompassing the overseas academic programs of all member colleges, is considered. Chapter 6 lists the on- and off-campus agencies, whose support is necessary to make international programs campus- and community-wide activities. This discussion focuses on the central administration, on-campus student support services, and external entities. Chapter 7 examines the impact of international programs on faculty and students. Finally, chapter 8 presents an overview and conclusions emphasizing the importance of a committed president and faculty and an imaginative program director in the development of international programs. (HB)

ED 231 481 JC 830 330

Martorana, S. V.; Corbett, Patricia C.
State Legislation Affecting Community, Junior, and Two-Year Technical Colleges, 1982. Report No. 39.
National Council of State Directors of Community-Junior Colleges.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Collective Bargaining; *College Administration; College Programs; Community Colleges; *Court Litigation; Educational Facilities; Educational Finance; *Educational Legislation; Governance; Government Role; *Institutional Autonomy; National Surveys; School Personnel; *State Legislation; Statewide Planning; Trend Analysis; *Two Year Colleges; Two Year College Students

Based on a survey of state directors of community and junior college education in all 50 states and Puerto Rico, this five-part report presents an analytical and descriptive review of 1982 state legislation and court decisions affecting two-year colleges. Part I presents study methodology, which involved requests for copies of legislation affecting the state systems, information on key legislative issues expected for 1983, and copies of recently decided court cases with potential impact on the two-year colleges. Part II analyzes findings as they relate to: (1) finance; (2) administration; (3) the construction and operation of facilities; (4) institutional expansion and name changes; (5) personnel benefits and collective bargaining; (6) student rights, regulations, fees, and financial aid; and (7) academic programs, curriculum, accreditation, and certification. Part III examines administrative legislation and its impact on institutional autonomy, while part IV analyzes the intent and impact of legislation on community colleges, providing a review of 1981 and 1982 findings, and a comparison of findings for 1978, 1981, and 1982. Top-ranking legislative issues are projected in part V for 1983, and, in part VI, eight 1981-82 court decisions affecting community college personnel, students, finance, or administration are reviewed. Part VIII presents summary conclusions. Appendices include abstracts of relevant legislation and the survey instrument. (AYC)

Planning Education for Reducing Inequalities. An IIEP Seminar.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

SPONS. AGENCY- Swedish International Development Authority (SIDA).
REPORT NO.- ISBN-92-803-1089-5
PUB DATE- 81
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.96; Frs. 50.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; *Developing Nations; Disadvantaged; *Educational Development; *Educational Equity (Finance); *Educational Opportunities; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Higher Education; Poverty; Salary Wage Differentials; School Role; Seminars; *Social Status

Based on the realization that the rapid worldwide growth of educational systems over the last two decades has not produced the expected eradication of social inequality, an international seminar was held for educational policy-makers, planners from developing countries, research workers in the area, and representatives of aid agencies of 33 countries. Three principal topics were examined: the diagnosis of inequalities in education and possible future objectives in this area; strategies for the reduction of inequalities; and education and inequalities in the labor market. The perspective of the developing countries is emphasized throughout. Presented in this publication are five selected papers from the seminar and a final report containing a thematic content analysis and synthesis of all the papers delivered. Themes of the seminar papers that were identified and discussed in the final report include equality and educational equality as general and conceptual issues, the global social implications of education or educational growth, the impact of social or structural inequalities on schooling, educational mechanisms perpetuating or reinforcing inequalities, and impact of schooling on social inequalities. (JM)

ED 231 109 EC 151 984

Guess, Doug; And Others
Quantitative Assessment of Motor and Sensory/Motor Acquisition in Handicapped and Nonhandicapped Infants and Young Children. Volume IV: Application of the Procedures.
Kansas Univ., Lawrence. Early Childhood Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ECI-259
PUB DATE- Jul 82
CONTRACT- 300-77-0308
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cerebral Palsy; Eye Fixations; *Human Posture; Infants; *Measurement Techniques; Mothers; Motor Development; *Multiple Disabilities; *Perceptual Motor Learning; Physical Disabilities; Preschool Children; *Sensory Training; Severe Disabilities; Social Reinforcement; Speech Communication; Stimuli; Vision Tests
IDENTIFIERS- *Neurodevelopmental Treatment Approach

Three studies that applied quantitative procedures to measure motor and sensory/motor acquisition among handicapped and nonhandicapped infants and children are presented. In addition, a study concerning the replication of the quantitative procedures for assessing rolling behavior is described in a fourth article. The first study, by C. Janssen, "An Application Study: Validation of Quantitative Measurement Procedures to Assess Visual Fixation Skills in Handicapped and Nonhandicapped Infants and Young Children," used the visual fixation procedures to assess the emergence of this skill among nonhandicapped infants; it also observed interactions between mothers and infants related to visual fixation skills. The second study, "Evaluating Neurodevelopmental Training and Theory with Cerebral Palsied, Severely Handicapped Students," by M. Noonan, used quantitative assessment procedures to help evaluate neurodevelopmental training. The third study, by D. Cook and J. Rues, "The Effects of Vestibular Stimulation and Social Reinforcement on Speech and Motor Behaviors in Multiply Handicapped Preschoolers," used head erect measurement procedures to evaluate effects of vestibular stimulation and social praise on the speech and motor behavior of preschool children with severely/multiply handicapping conditions. The fourth study, by J. Fritzshall and M. Moonan, "A Replication Study: Quantitative Assessment of Rolling Behavior in Handicapped and Nonhandicapped Infants and Children," provided a detailed analysis of the rolling behavior of three handicapped children and one nonhandicapped infant. (SEW)

ED 231 123 EC 151 998

New Jersey State Plan for Services to Persons with Developmental Disabilities. 1983 Update.

New Jersey State Developmental Disabilities Council, Trenton.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; Definitions; *Delivery Systems; Demography; *Developmental Disabilities; Early Childhood Education; Elementary Secondary Education; Incidence; Infants; Older Adults; *Organizational Objectives; Planning; *State Agencies; *State Programs
IDENTIFIERS- *New Jersey

The document describes New Jersey's plan to provide services to persons with developmental disabilities (DD). Section I defines developmental disabilities, provides population statistics by age group for 21 counties, and briefly outlines the DD State Grant Program. Section II outlines the organization (including appointment of 12 members who represent state agencies and developmentally disabled persons or parents) and responsibilities (such as studying needs and recommending programs) of the New Jersey Developmental Disabilities Council (NJDDC). In Section III, the organization and responsibilities of the New Jersey Division of Mental Retardation in administering DD grants are outlined. Section IV discusses the DD service network including provision of services, programs, and special assistance offered by the Departments of Community Affairs, Education, Health, and Human Services. Also, Section IV tabularly presents services by agency, type of service, and clients served; and identifies gaps in services and approaches by the NJDDC to fill the gaps. Section V delineates the goals of the NJDDC, planning strategies and activities to achieve the goals, and the uses for the DD funds. (MC)

ED 231 152 EC 152 597

Reynolds, Maynard C., Ed.
The Future of Mainstreaming: Next Steps in Teacher Education.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-86586-145-5
PUB DATE- 82
GRANT- OEG007902045
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 267; $8.50, $7.23 member price; contact CEC for discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Foundations of Education; *Mainstreaming; Mild Disabilities; Peer Acceptance; *Preservice Teacher Education; *Teacher Education
IDENTIFIERS- *Deans Grant Project

Eight papers from a 1982 meeting of the Dean's Grant Projects examine issues related to the current status and future needs of mainstreaming handicapped students. M. Reynolds begins with "Facing the Future in Dean's Grant Projects," in which he examines the progress of Dean's Grants and suggests that the future will bring problems regarding classifications, changing social situations, and related services. In "The 1980s: Teacher Preparation Programs, Handicapped Children, and the Courts," T. Gilhool recaps relevant litigation concerning state of the art vs. state of the practice. R. Johnson and D. Johnson suggest ways to promote constructive student-student interaction in "The Social Structure of School Classrooms." "Foundations Aspects of Teacher-Education Programs: A Look to the Future" by C. Lucas suggests the need for major reforms in the role of educational foundations courses. In "A Time to Move for Quality in Teacher Education," D. Scannell identifies reasons for the need to initiate a major effort for excellence in teacher education. S. Lilly considers issues in mainstreaming in "The Education of Mildly Handicapped Children and Implications for Teacher Education," including the need to prepare special educators as well as regular educators. E. Sontag addresses the issues of relationships between special and regular education, the quality of educational programs, and the future of regular education preservice in his paper, "Perspectives on the Status and Future of Special Education and Regular Education." A. E. Blackhurst describes efforts at the University of Kentucky in "Noncategorical Special Education Teacher Preparation," and lists such benefits as better prepared teachers and reduced stereotyping. (CL)

Pawley, Catherine
Ten Years of Immersion in the Ottawa Area.
Carleton Board of Education. (Ontario).; Ottawa Board of Education (Ontario). Research Centre.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 11 Apr 83
AVAILABLE FROM- Ottawa Board of Education, 330 Gilmour St., Ottawa, Ontario Canada K2P 0P9 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Bilingualism; Communicative Competence (Languages); *Comparative Testing; Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; *Language Proficiency; Longitudinal Studies; *Program Evaluation; Testing
IDENTIFIERS- *Ontario (Ottawa)

This overview of research focuses on the characteristics of immersion programs in the Ottawa area. These are primary-entry, late-entry (grade 6 or 7), and secondary level bilingual programs. The following matters are treated: tests and testing conditions; comparisons with Canadian Public Service language requirements; comparisons between groups within the two boards; evaluation of the communicative competence of immersion students in both speaking and writing; and ongoing evaluation of certain cohorts of students. Some of the data discussed are the increasing numbers of English-speaking high school students who are graduating with nearly half their high school credits obtained through courses taught in French; comparisons of students' language proficiency at grade 8 and grade 10; achievement levels reached by late-entry students in grade 12; comparisons using normative data from a test developed for French-speaking students in Quebec and from tests given by the Public Service Commission of the Canadian federal government. Some of the findings from recent investigations have emphasized students' levels of French proficiency; the achievement of immersion students in mathematics and English language skills; and the patterns of retention and transfer in these programs. (Author/AMH)

ED 231 261 HE 016 244

Kojaku, Lawrence K.; Zrebiec, Louis

Equitability of Instructional Workload: Correlates of University Faculty Teaching Loads.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *College Instruction; Competitive Selection; *Faculty Workload; Higher Education; Intellectual Disciplines; *State Universities; *Student Teacher Relationship

The extent to which instructional contact and student credit hours are related to a number of variables reflecting the equitability of faculty workload assignments was studied. Simultaneous multiple regression analyses were performed on the fall 1980 and fall 1981 course and personnel records of approximately 2,220 faculty at four selective public universities in the Northeast. The dependent variables were the number of instructional contact and student credit hours generated, while independent variables included institution, Higher Education General Information Survey Taxonomy discipline area, average level of courses taught, and annual salary. The faculty differed greatly in terms of both measures of instructional workload, contact hours, and student credit hours. However, this variance was not attributable to differences among the four institutions (e.g., size and extent of doctoral education and research activity); salary; rank; or level of students taught. The primary subject field areas in which faculty taught had a clear, independent effect on their instructional contact hours and a somewhat less clear effect on student credit hours taught. Complex differences in teaching workload among discipline areas are briefly noted. (SW)

ED 231 321 HE 016 397

America's Competitive Challenge: The Need for a National Response. A Report to the President of the United States from the Business-Higher Education Forum. and The Report in Brief. and Related News Releases

Business-Higher Education Forum, Washington, D.C.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

PUB DATE- Apr 83

AVAILABLE FROM- Business-Higher Education Forum, One Dupont Circle, Suite 800, One Dupont Circle, N.W., Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Business Cycles; Change Strategies; *College Role; *Economic Climate; Federal Regulation; Financial Policy; Government Role; Higher Education; *Human Capital; International Relations; *Investment; Labor Market; *Public Policy; Research; Taxes; *Technological Advancement

IDENTIFIERS- Business Role; *United States

Public and private initiatives designed to enhance U.S. competitiveness were suggested to the President of the United States by the Business-Higher Education Forum, based on a 1-year research and study effort. The Forum's findings include: the U.S. economy is lagging behind its own past performance and the gains of other nations; economic vitality depends upon improving the United States's international competitive position; and the consequences of declining competitiveness include unemployment, fewer public services, restricted opportunities, and reactive public policies. Factors contributing to these difficulties are identified, and recommendations for presidential action are offered. Suggestions for the proposed National Commission on Industrial Competitiveness are offered concerning: trade, capital investment, private sector initiatives, human resources, and technological innovation. The Forum also suggested initiatives for businesses and colleges, as well as ways that these institutions can improve their own operating procedures. The full report is presented, including recommendations from previous studies, along with a separately printed executive summary of the full report and related news releases. (SW)

Public Television Service in Rural America.
Public Service Satellite Consortium, Washington, D.C.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- TR-791
PUB DATE- Jan 79
AVAILABLE FROM- Office of Engineering Research, Corporation for Public Broadcasting, 1111 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- *Cable Television; Community Attitudes; Community Programs; Costs; Federal Regulation; Financial Support; Program Implementation; Programing (Broadcast); *Public Television; *Rural Areas; Surveys; Television Research; *Television Viewing; *Use Studies
IDENTIFIERS- Appalachia; *Local Origination; Montana; Wyoming

Operational alternatives for extending or improving public television service to rural America were studied through site surveys of 47 selected communities in Wyoming, Montana, and the Appalachia regions. The study also examined requirements and costs for and community interest in using small earth stations in conjunction with mini-transmitting cable systems and translators, and generated recommendations and strategies for implementation. Findings indicate that commercial television is widely available because of extensive cable and translator service. Public television, however, is unavailable in large areas of Montana and Wyoming and is often of poor quality. Though public television in Appalachia is more prevalent, the signal quality is poor in many isolated communities. Mixed interest was shown in regard to local origination; the communities' priority was receiving a high-quality, public television signal at modest cost. Although great interest in public television was revealed, a limited understanding of its nature and a general lack of awareness regarding programs was evident. This ten-section report includes appendices of state and regional highlights, related studies, project tasks and survey procedures, training materials, a sample follow-up letter, and sample site-survey reports. (LMM)

ED 231 366 IR 050 240

Wright, Joan; Zweizig, Douglas
Learning in Progress. A Study of Continuing Library Education in North Carolina.
North Carolina State Univ., Raleigh.
SPONS. AGENCY- North Carolina State Library, Raleigh.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Charts; *Librarians; Library Education; *Library Personnel; Long Range Planning; *Professional Continuing Education; Professional Development; Questionnaires; Records (Forms); Surveys; Tables (Data); *Trustees; User Satisfaction (Information); Use Studies
IDENTIFIERS- *North Carolina; *User Needs

A faceted classification scheme was developed for use as the conceptual foundation of two surveys which were conducted in order to gain a current and comprehensive picture of continuing library education (CLE) in North Carolina. The scheme structured a database that, when computerized, will allow flexible search capabilities and easy updating. In the first survey, 47 current CLE providers were interviewed to gain information about them and their offerings. For a consumer survey, 1,032 employed staff and 47 trustees completed questionnaires about their CLE experiences and interests. The detailed results of these surveys appear in this report, as well as conclusions and recommendations of the study. Included are a comparison of the consumers' view of CLE with information about CLE gathered from providers, recommendations for the development of CLE, and considerations for the CLE planning process in North Carolina. A total of 49 tables and 35 figures are provided. Appendices comprise the interview form for the providers' survey; the consumer questionnaire and cover letter; the trustee survey; and sample forms for provider listings, continuing library education opportunity (CLEO) descriptions, and CLEO listings in a "Directory of Providers" and an "Inventory of CLE Opportunities" (created under separate cover). (ESR)

ED 231 395 IR 050 349

Lawrence, Gary S.
Users Look at Online Catalogs: Results of a National Survey of Users and Non-Users of Online Public Access Catalogs. Final Report.
California Univ., Berkeley. Systemwide Administration. Library Studies and Research Div.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 16 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitudes; Design Requirements; Library Administration; Library Automation; *Library Catalogs; Library Research; *Man Machine Systems; National Surveys; *Online Systems; Questionnaires; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Library Users; *Online Catalogs

A national study of users and non-users of public access online catalog systems (OPACs) was undertaken at 29 libraries, representing 15 computer systems, to provide data and interpretations useful to system designers and library administrators. The findings indicate that users have overwhelmingly positive responses to OPACs. Non-users have positive attitudes toward OPACs, believe they are likely to use them eventually, and that they can learn to use them quickly and easily. Problem areas identified were using and understanding codes and abbreviations, understanding terminal displays, command and control, subject searching, known-item searching, patience with response time, queuing and terminal dialog, and library support services. The most important determinant of user satisfaction was effective subject searching, followed by library support services, command and control, and known-item searching. Users recommend that library administrators make terminals highly visible, provide printers, add terminals, expand databases, and improve systems rather than provide user training. Designers are asked to consider the user interface and to enhance subject searching, incorporate circulation information, and provide brief bibliographic display formats. This extensive report includes 12 appendices, 82 tables and 12 figures. (Author/LMM)

ED 231 139 EC 152 516

Cover, Roberta G.; And Others
Project SSAVE (Special Student Access to Vocational Education): Inservice Training Guide.
Tennessee Technological Univ., Cookeville.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrators; *Counselor Training; *Disabilities; Educational Objectives; Individualized Education Programs; *Inservice Teacher Education; Instructional Materials; Management Development; Program Development; Program Implementation; Staff Development; *Student Needs; Teaching Guides; Visual Aids; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Special Student Access to Vocational Ed TN

An inservice training guide for teacher educators and State Department staff to use with teachers, administrators, and other personnel responsible for vocational training of special needs students is presented, as part of Project SSAVE (Special Student Access to Vocational Education), in Tennessee. The guide, which was based on the evaluation of materials and methods used in Project SSAVE's inservice training sessions, consists of four sections. Section 1, inservice training preparation, contains information on honoring requests for inservice training, identification of personnel to conduct training, development of the agenda, physical logistics, preview of the agenda, and implementation of the inservice. Section 2, teacher inservice training, contains the objectives, materials, and visuals to be used in conducting the actual inservice training activities. Section 3, administrator/counselor inservice training, contains the same basic materials as Section 2, but also has other materials relevant to this target population. Section 4, the appendices, contains documentation of materials that may be useful in developing alternative or additional inservice training activities. These appendices include transparency masters on P.L. 94-142, a list of nine audiovisual materials, and local concerns of workshop participants from nine Tennessee school districts. Objectives of the teacher inservice training include: providing information concerning the needs and characteristics of and services for special needs students; and promoting understanding of the individualized education plan and vocational options for special needs students. (SEW)

ED 231 170 EC 152 665

D'Zamko, Mary Elizabeth; And Others
Coping Skills.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Awareness; *Coping; *Disabilities; High
Schools; *Interpersonal Competence; *Study Skills

A high school program is described that uses an informal survey to help teachers identify potential academic, social, and career oriented problems facing mainstreamed handicapped students. These problems and suggested intervention procedures are listed for study/coping skills of time management, memory systems, listening ability, compensatory skills for dealing with textbooks, study skills, and test taking skills. Names of representative commercial materials to improve academic performance are provided. Difficulties in the social skill areas of self awareness, self esteem, and decision making are considered and approaches to improving the skills suggested. Career awareness is the third major area of focus. Techniques for helping students determine their aptitudes and become aware of the types of jobs available are briefly covered. (CL)

ED 231 186 FL 013 726

Baral, David P.

Self Concept Studies in Bilingual Education: A Review and Critique.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Bilingual Education Programs; Educational Research; *Individual Development; School Role; *Self Concept

This study expands the scope of an earlier review by examining a larger database of self concept studies in bilingual education and by relating the findings in bilingual education to general studies of the self concept in the educational literature. The traditional view of self concept as an intervening variable is found to be reflected in the compensatory education literature, and in literature on self concept and academic achievement. Three basic models have been suggested as alternatives to the traditional one. With regard to bilingual education, two types of studies were found: (1) impact studies that examine the effects of bilingual programs on the development of the self concept, and (2) comparative studies that tested the hypothesis that bilingual programs are more successful than monolingual programs in enhancing the student's self image. A total of 40 studies addressing these two questions are reviewed. While the literature supports the hypothesis that bilingual education aids self concept development, the position is taken that the traditional paradigm may need to be replaced. It is suggested that research should concentrate on the process of self concept formation in successful bilingual programs and that the view be accepted that self concept is something that happens in school, not prior to school. (AMH)

ED 231 231 FL 013 794

Burt, Andy; And Others

Immersion francaise precoce: Maternelle (Early French Immersion: Kindergarten).

British Columbia Dept. of Education, Victoria. Div. of Public Instruction.

PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Education; *Class Activities; Creative Dramatics; Educational Objectives; Evaluation Methods; *French; *Immersion Programs; Instructional Materials; *Kindergarten; Lesson Plans; Mathematics Instruction; Movement Education; Music Activities; Natural Sciences; Primary Education; Reading Readiness; Relaxation Training; Second Language Instruction; Social Studies; Teaching Methods; Writing Readiness
IDENTIFIERS- *British Columbia

An extensive resource manual and teaching guide is presented for the kindergarten teacher in the early French immersion program. The first three chapters contain introductory material discussing the kindergarten child, this particular program, language development in kindergarten, and the role of the kindergarten teacher which is analagous to that of a gardener who nurtures the growth of plants. The remaining 15 chapters deal with: (1) objectives of language development in kindergarten, (2) preparation for reading, (3) preparation for writing, (4) plastic arts and artistic experiences, (5) creative dramatic expression, (6) mathematics readiness activities, (7) movement exercises, (8) relaxation and leisure exercises, (9) music, (10) natural sciences, (11) human sciences, (12) what to do on the first day of class, (13) evaluation of the child's development, (14) spatial and material organization of the kindergarten, and (15) a variety of ingenious and useful ideas. Each of these chapters is presented in outline form and provides some theoretical background information, exercises, ways of presenting material, resource materials, as well as lesson content. Two appendices provide information on texts and supplementary materials and give suggestions for Christmas celebrations in class. (AMH)

ED 231 247 FL 013 810

Seigel, Don M.
Current English Usage: Attitudes and Standards.
PUB DATE- 19 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *English; *Grammatical Acceptability; *Language Attitudes; Language Research; *Language Usage; *Oral English; Speech; *Standard Spoken Usage; Written Language
IDENTIFIERS- *Leonard (Sterling)

A replication was conducted of Sterling Leonard's 1932 survey of "Current English Usage," which submitted a questionnaire of expressions to judges consisting of linguists, journalists, teachers, and businessmen. It was hypothesized that more of the expressions in Leonard's study would be acceptable today (looser standards) than was the case 50 years ago. In the replication, respondents were asked to indicate whether the expressions was acceptable for writing, acceptable for speech, or not acceptable for either. The responses indicate that there has been no significant change in English language judgments or standards since the original Leonard survey. Linguists and teachers of English as a second language accepted more stylistic variation than did the other groups surveyed, especially among the "other teachers" group. English teachers seemed more concerned with matters of grammatical form and agreement than did the others. Journalists were relatively more conservative in matters of style and grammar than were those in the English teaching profession. Teachers who were not trained in or teaching language subjects appeared to be the most conservative judges of language use. Although they rejected more usage items than any of the other groups, they ignored most disputed grammatical forms and concentrated on questions of stylistic choice. It is suggested that the results provide an added argument against the current questionable practice of putting untrained teachers in the English classroom. (SW)

ED 231 276 HE 016 262

Terenzini, Patrick T.; And Others
A Path Analytic Validation of Tinto's Theory of College Student Attrition.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aspiration; *Academic Persistence; *College Students; Educational Background; Family Characteristics; Goal Orientation; Higher Education; Longitudinal Studies; Path Analysis; *Student Attrition; Student Characteristics; *Student College Relationship
IDENTIFIERS- *Tinto Theory

An earlier path analytic study of the predictive validity of Tinto's theory of college student attrition was replicated using an independent sample of students from another university. Tinto conceived of the attrition/retention process as a series of sociopsychological interactions between the characteristics students bring with them to college and their experiences while enrolled. Usable responses to a questionnaire were received from 1,105 college freshmen at summer orientation, and after the first academic year 723 freshmen were assessed. Attention was directed to the major constructs of Tinto's model: background characteristics, including family background, individual attributes, and pre-college schooling; academic aspiration; commitment to staying at the college; and academic and social integration. With some few exceptions, the results are consistent with those of the earlier work and with theoretical expectations based on the model. A significant compensatory interaction between levels of goal and institutional commitment were found, indicating that institutional commitment had its greatest positive influence on retention for students with comparatively low levels of commitment to completing a college degree, and vice versa. (SW)

ED 231 291 HE 016 278

Ellis, Susanne D.
1981-82 Survey of Physics and Astronomy Bachelor's Degree Recipients.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-211.14
PUB DATE- Apr 83
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Assistantships; *Astronomy; *Bachelors Degrees; Career Planning; *Education Work Relationship; *Employment Patterns; Foreign Students; Graduate Study; Graduate Surveys; Higher Education; Minority Groups; National Surveys; *Physics; Salaries; *Student Characteristics

Results of the American Institute of Physics' 1981-1982 survey of physics and astronomy bachelor's degree recipients are examined. The information was obtained from individual degree recipients and focuses on their postbaccalaureate plans. The 1982 graduating class included 4,558 physics and 181 astronomy students from U.S. institutions. Major findings include the following: a further increase occurred in the proportion of physics bachelors who entered the military; a very large proportion of physics bachelors who enter graduate physics programs were offered assistantships, and fewer than 10 percent of the students needed to resort to part-time employment or support from their families; and the median salary for women physics bachelors rose by 12 percent. Data are included on the following: trends in postbaccalaureate plans of physics bachelors, 1973-1982; characteristics of new physics bachelors, 1981-1982; postbaccalaureate plans of U.S. and foreign minorities among the physics bachelors of the class of 1982; selected characteristics of minority physics bachelors; changes in employment for new physics bachelors, 1973-1982; postbaccalaureate plans of graduating classes of astronomy bachelors, 1975-1982; and characteristics of astronomy bachelors. (SW)

ED 231 306 HE 016 370

Douglas, Joel M., Comp.; Flanzraich, Lisa, Comp.
Collective Bargaining in Higher Education and the Professions. Bibliography No. 11.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 83
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Collective Bargaining; *College Faculty; *Court Litigation; *Employment Practices; Faculty College Relationship; *Health Personnel; Higher Education; Nurses; *Personnel Policy; Physicians; Unions

A bibliography of writings affecting labor relations and college faculty, as well as the health professions, is presented. The point of reference was the calendar year 1982, although materials from other recent years are included. The faculty section covers the following topics: academic freedom, accountability, administration, affirmative action, arbitration and mediation, collective bargaining, community colleges, contracts and contract issues, court cases, discipline and dismissal, discrimination, dispute resolution, elections, evaluation, medical and nursing school faculty, faculty attitudes and organizations, financial exigency, fringe benefits, governance, grievance procedures, legal issues, librarians, long-range planning, National Labor Relations Board, non-faculty and part-time faculty, personnel administration, public sector labor relations, quality of worklife, retirement, retrenchment, salaries, strikes, students, tenure, unit determination, women faculty, and the Yeshiva University case. The bibliography for related professions covers the health care institutions, health care professionals, nurses, and physicians. In addition, directories, bibliographies, resources, periodicals, and sources of information are listed. Indices of subject, author, and court cases and administrative orders are included, along with a glossary and list of acronyms and abbreviations. (SW)

ED 231 336 IR 010 733

Biscoe, Eleanor Lynch, Ed.
Planning for Statewide Continuing Education for Library-Information-Media Personnel. A Report of the 1979-1980 "Statewide Systems of Continuing Education: New Directions" Institute.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Jun 80
GRANT- G007900199
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Delivery Systems; Educational Innovation; *Library Personnel; *Library Planning; Media Specialists; Models; *Professional Continuing Education; Program Development; *Shared Services; State Libraries; *State Programs

Summaries and edited transcriptions document the major content areas addressed by the institute, which exposed state teams to innovative continuing education concepts and methodologies to apply in state planning for continuing education through a week-long workshop and postworkshop, follow-up meetings and communication, consultation, document exchanges, and reference service for state teams throughout the year. Presented papers include "Planning Models," by Brooke E. Sheldon; "Managing the Statewide Continuing Education Process" by John A. Bachman; "Evaluation," by Muriel Howick; "Continuing Education Delivery Systems," by Margaret K. Goggin; "CLENE Voluntary Recognition Service," by Micki Jo Young; "Western Council of State Libraries," by Anne Marie Falsone; "Status of State Planning for Continuing Education," by Mary Baxter; and "Perspective from a Seasoned Project Director," by Elizabeth W. Stone. Summaries are provided of postworkshop meetings on these topics: "Self Assessment and Learning Contracts," "Educational Application of Satellite Technology," and "Hitherto and Henceforth: Making Tomorrow Happen." Appendices include an announcement brochure and postworkshop agendas, as well as lists of institute participants and contributors. (LMM)

ED 231 381 IR 050 290

Dobrich, Peter; And Others
Utilisation of New Materials. Synthesis Report. In-Service Education and Training of Teachers: Towards New Policies.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adoption (Ideas); *Adult Education; Audiovisual Aids; Educational Innovation; Evaluation Criteria; Foreign Countries; *Inservice Teacher Education; *Instructional Materials; *Multimedia Instruction; Postsecondary Education; Technology Transfer
IDENTIFIERS- Europe; Open University (Great Britain); *Organisation for Economic Cooperation Development; United States

Both technological developments and the political context in which developments have occurred are considered, based on (1) an international conference organized by the Organisation for Economic Cooperation and Development (OECD) in October 1978; (2) results of studies in different countries in collaboration with German agencies; (3) research in the fields of teacher education and new media use; and (4) conclusions of the 1976 OECD Conference in Philadelphia. The first section covers background to the development of in-service education and training of teachers (INSET) and the use of new materials, focusing on political aspects, technological development, changes in INSET, and criteria for the utilization and evaluation of new media in INSET. The utilization of new materials for INSET in selected OECD member countries is then discussed, including projects in the Federal Republic of Germany, the United States, Great Britain, France, Sweden, Denmark, and the Netherlands. Specific topics examined include INSET as a part of multimedia adult education, multimedia productions for INSET, restricted media presentations, single small-scale aids and information systems, small-scale training systems and media, international exchange and production, and information exchange and evaluation. (LMM)

ED 231 424 JC 830 230

Strategic Issues: Priorities for the Future.
Alamo Community Coll. District, San Antonio, TX.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Planning; Community Colleges; Curriculum Development; Educational Finance; Enrollment Trends; *Financial Support; Futures (of Society); *Long Range Planning; Multicampus Districts; Population Trends; Student Characteristics; Teacher Characteristics; Two Year Colleges

Strategic priorities for the Alamo Community College District (ACCD) are identified based on conclusions drawn by the ACCD Community Advisory Council from studies of: (1) Bexar County population characteristics and trends; (2) community economic and social priorities; (3) college enrollment potential; (4) needs and characteristics of the ACCD's students and faculty; and (5) financial resources and alternatives. Part 1 of the paper summarizes study findings, providing an overview of the present status of Bexar County and San Antonio in terms of population trends and growth activity, demography, economic development, social issues, and the quality of life. Study findings are also reviewed concerning the characteristics of students, faculty, programs, space, facilities, and finances in the ACCD. Part 2 focuses on the challenges that will confront the District over the coming years in the areas of human resources; program directions in high technology, developmental education, health careers, hospitality management, and military educational needs; space and facilities on existing and additional campuses; financial considerations such as proportional contributions of revenue, faculty and staff salaries, improved efficiency, and expansion of the ACCD's tax base. Finally, part 3 presents strategic recommendations in relation to the maintenance and expansion of resources and a suggested sequence of events. (HB)

ED 231 439 JC 830 271

Rice, Robert L.

USC-Lancaster: A Follow-Up Survey of Students at a Two-Year Commuter Campus.

South Carolina Univ., Lancaster.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Transfer Students; Education Work Relationship; Employment; Followup Studies; Graduate Surveys; *Institutional Evaluation; Job Satisfaction; Majors (Students); Outcomes of Education; *Participant Satisfaction; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

A follow-up survey was conducted at the University of South Carolina at Lancaster (USCL) of students enrolled during fall semesters from 1971 through 1977. A 25-item questionnaire was mailed to a random sample of 400 of the 1,439 students enrolled during the period, requesting information on major, reason for enrolling, semester hours completed, degree earned, alternatives to USCL considered, skills enhanced due to USCL, satisfaction level, college or university enrollment following USCL attendance, assessment of career and life preparation received at the college, transfer major, associate degree completion, current employment status and location, reasons for taking jobs unrelated to major, job satisfaction, present salary, and future educational plans. Selected findings, based on a 51% response rate, included the following: (1) 52.5% of the respondents enrolled at USCL to prepare for employment; (2) 24.3% indicated if it had not been for USCL they would have been unlikely to attend college; (3) over 80% rated USCL as good or excellent in terms of teaching effectiveness, grading and testing, instructor interest in students, course content, and instructional materials; (4) 41.1% left USCL before obtaining an associate degree; and (5) 41% indicated that the college had not been too helpful or helpful at all in providing practical training for work. The bulk of the report presents study questions and raw and percentage responses. (LL)

ED 231 454 JC 830 302

Ancheta, Bernard

The Community College Counselor's Role: A Review of the Literature.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Community Colleges; Counseling Effectiveness; Counselor Characteristics; *Counselor Role; *Educational Counseling; Literature Reviews; *Role Perception; Two Year Colleges

Focusing on studies conducted since 1960, this paper reviews the literature on the role of the counselor in the community college and at other levels of postsecondary education. The first section stresses the value of research on the role of the counselor and the compelling reasons for providing a clear definition of that role. The next section examines the process of role definition, reviewing the relationship between the efforts to define the counselor's role and the principles of role theory. The third section outlines the nature of the conflicts surrounding the issue of role definition and their possible causes, emphasizing the problems of communication, institutional setting and philosophy, personal and environmental characteristics, and the counselor's career aspirations. Then, differences in the definitions of the counselor's role as formulated by counselors, administrators, faculty, and students are examined in terms of the implications of these differing perceptions and the attempts to resolve differences between the counselors' ideal and actual roles. Finally, a summary of the review is presented, indicating that the literature is sometimes contradictory and often confused, and underscoring the importance of further research to clearly define the counselor's role. (HB)

ED 231 482 JC 830 332

Silverman, Robert
The Sensitivity of Eighteen Quality Measures of California Community Colleges to Fluctuations in Funding.
PUB DATE- 6 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Community Colleges; *Educational Assessment; Educational Finance; *Educational Quality; *Evaluation Criteria; *Financial Support; *Institutional Characteristics; State Aid; Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- California

The belief that fiscal support of a postsecondary institution is directly related to its overall excellence has been generally accepted and used as an argument when seeking funds for achieving excellence. Problems arise, however, in citing specific data to substantiate this claim. To determine the effect of changes in fiscal support on the quality of educational programs in California's community colleges, it is necessary to develop and improve the capacity to assess excellence. By examining the literature and research on the community college and focusing on the basic functions of these schools, 18 quality measures can be identified, each with a specific sensitivity to fluctuations in financial support. These measures are peer evaluation of teacher effectiveness, student evaluation of teacher performance, faculty burnout, student/faculty ratio, staff development expenditures per full-time equivalent (FTE) faculty, student commitment/motivation, aid expenditures per FTE student, total enrollment, average faculty salaries, library expenditure per FTE student, value of assets per student, full-time/part-time faculty ratio, state support per average daily attendance (ADA), resource allotment for direct education expense per FTE student, educational and general expenses per FTE student, alumni evaluations, student success, and value added. Faculty burnout, staff development and library expenditures, and state support per ADA are the most sensitive to funding level changes. (LL)

ED 231 496 JC 830 353

Davis, Barbara; Luvaas-Briggs, Linda

"It's Not My Job"--Basic Skill Development in a Sociology Course, a Shared Solution.

Sacramento City Coll., Calif.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Content Area Reading; *Content Area Writing; *High Risk Students; *Interdisciplinary Approach; Program Descriptions; Program Effectiveness; Reading Ability; *Remedial Programs; Two Year Colleges
IDENTIFIERS- *Sacramento City College CA

In response to the academic needs revealed by students' reading scores and faculty perceptions of students' skill deficiencies, Sacramento City College (SCC) developed two programs of integrated skills and content instruction. Using a team-teaching format, the HELP (Higher Education Learning Package) and Adjunct programs seek improvement of students' basic skills and personal development through an interdisciplinary approach. The HELP model involves a content course, developmental reading and writing courses, and a counseling component. Adjunct classes involve team-taught courses focusing on reading, writing, and study skills practice using the content area. Basic skills instruction in these programs emphasizes finding the main idea of a passage, studying reading methods, taking notes, paraphrasing, outlining, developing vocabulary, learning library research skills, and other areas. While the HELP program covers all of these skills, due to its more limited time, the Adjunct class covers only two or three skills in depth and briefly goes over the remaining skills. Evaluative studies of these programs reveal an increase in students' reading skills, a more positive approach toward learning tasks, and increased self-confidence. While difficulties do exist in integrated skills and content instruction, the approach is beneficial not only to students, but also to instructors, who are given an opportunity to learn techniques to help their students succeed in college. (AYC)

ED 231 201 FL 013 752

English Language Teaching Profile: Yugoslavia.

British Council, London (England). English Language and Literature Div.

PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Materials; International Educational Exchange; Language Enrollment; *Language Role; Language Teachers; *Second Language Instruction; Technical Assistance
IDENTIFIERS- *Yugoslavia

The role of English in Yugoslavia is discussed, with attention directed to (1) education within the education system, (2) English teachers, (3) inservice teacher training, (4) teaching materials, (5) adult education institutes, and (6) British and American support for the teaching of English. Although English is not used as a medium of instruction or of social communication in Yugoslavia, it is important to international communication, politics, trade, technology, and other areas. English language programs at the secondary school level emphasize student-centered learning and communicative competence. Croatia is ahead of all other Yugoslavian republics in its interest in such approaches as multimedia instruction and individualization. Nine universities have English departments which are largely traditional. The main emphasis of short inservice courses is on the methodology of teaching English, communicative competence, and group work, as well as language practice and improvement. University English departments generally use books published in Britain, while Yugoslav materials are used in the schools, although teachers are allowed to use British and American books as supplementary materials. Enrollments for English classes at adult education institutes are often as high as several thousands in a single establishment. Data are included on primary and secondary school enrollments by republic in the four main languages: Russian, English, French, and German. Appended materials include lists of Engligh language textbooks used in Yugoslavia, foreign language institutes, university English departments, and foreign language advisers. (SW)

ED 231 410 JC 830 069

Planning Your Education: A Guide to Getting the Most Out of High School.
Burdines Dept. Stores, Miami, FL.
PUB DATE- Nov 82

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Bound Students; *College Preparation; High Schools; High School Seniors; *Job Training; Parent Participation; *Secondary School Curriculum
IDENTIFIERS- *Florida (Southeast)

Prepared by the high schools, colleges, and universities of Southeast Florida, this booklet offers information and practical advice to high school students on selecting courses and programs that will promote later success in college and on the job. Part 1 presents suggestions for planning a high school career, focusing on the academic skills needed for college and for a job, attitudes and actions that will open future opportunities, and good study and work habits. This section also includes a note to parents recommending ways in which they can help their children become successful. Part 2 suggests a foundation curriculum for students who plan to attend college or enter directly into a career or job, specifying courses in English language arts, mathematics, science and social sciences, foreign language, and computer literacy. In addition, this section urges students to make the most of their senior year and identifies courses that should be taken by those anticipating specific majors or careers. Finally, part 3 presents the particular recommendations of 12 southeast Florida colleges and universities with respect to their admissions requirements for test scores and courses. (HB)

ED 231 468 JC 830 316

Parker, Paul; Parker, Patrick W.

Focus: Profile of Kansas Community College Presidents.

Pittsburg State Univ., KS. Dept. of Curriculum and Administration.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Administrator Characteristics; Administrator Qualifications; *Administrator Responsibility; *Administrator Role; *College Presidents; *Community Colleges; Educational Background; Professional Development; Questionnaires; State Surveys; Two Year Colleges; Work Experience

IDENTIFIERS- *Kansas

In 1983, a study was conducted of the characteristics of the chief administrative officers of the 19 community colleges in Kansas. A survey instrument was sent to each current president, requesting information on personal characteristics, prior preparation and experiences, and administrative, professional, and community activities. Study findings, based on a 100% response rate, included the following: (1) all but one of the respondents was male, their median age was 51.3 years, all had received a public elementary and secondary education, and 15% had earned a community college degree; (2) 90% of the respondents held a doctoral degree, and all but one respondent earned their degree in a professional field; (3) 90% had previously taught in a secondary school for an average of 5.5 years; (4) all of the respondents indicated that they were members of a professional association related to administration, and 80% indicated that they were also members of some other type of professional association; and (5) 53% of the respondents reported spending more than 46 hours per week at the college during regular working hours, with administration, curriculum improvement, and committee work accounting for 80% of their activities. The survey instrument is appended. (HB)

ED 231 124 EC 151 999

Burns, Monte B.
Alternate Interface Devices for the Physically Handicapped.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computers; *Electromechanical Aids; *Physical Disabilities; Technological Advancement

Six interface devices which students with physical impairments may use when operating the Apple II computer are described along with advantages and disadvantages, and source (when appropriate). These are: the Time Delay Keyboard, Keyguard, Magic Keyboard, Presfax-100 Touch Key-Pad, Switches (single and multiple), and Optical Strip Printer. (MC)

ED 231 171 EC 152 666

Gunn, Adelle C.
Family Life Education: An Important Component for EMR Learning.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Family Life Education; High Schools; *Mild Mental Retardation; Program Development; Sex Education; *Sexuality

A Family Life Education course was developed to help educable mentally retarded urban high school students understand and deal with their sexuality. A networking approach was used whereby communication among students, school, and community members was emphasized. The objectives of the Family Life Education course are listed, following topics of discussion. The model for developing and implementing the instruction depicts roles of advisory board members and instructional staff. A bibliography of approximately 50 citations on the topic is also included, as is a sample agenda for a teacher workshop. (CL)

ED 231 217 FL 013 775

Bar-Lev, Zev
Exolexia.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Elementary Secondary Education; *English (Second Language); Grammar; Higher Education; *Pragmatics; *Psycholinguistics; *Reading Comprehension; *Second Language Instruction; Teaching Methods; Vocabulary Development

A proposal that the English as a second language (ESL) curriculum should initially focus on psycholinguistic reading is discussed. It is claimed that effective reading is difficult to achieve using the present ordering of the ESL curriculum. This is because of the heavy focus on learning active command of grammatical detail during the early, formative period of language training. That is, the focus on grammatical contrasts emphasizes the very structures that will hinder reading. Structural contrasts should be subordinated to pragmatic uses of language (i.e., to content). It is suggested that content is not only the goal of reading but the means by which reading is made efficient. Examples of Hebrew, which is written without most vowels, are provided to illustrate that words can be understood without them. It is claimed that although normal English does contain vowels, they are not important for reading purposes. Examples are also provided of "tlgrfx" in the native language. Reading of tlgrfx-texts can help train the ESL learner to ignore vowels in an appropriately general way. The point is to avoid requiring active command of structures, from phonetics to syntax and lexicon. These psycholinguistic techniques can be used in the beginning in small quantities in an existing curriculum. A strategy for placing vocabulary in reading lessons is suggested. Emphasis is placed on comprehension rather than on the more detailed type that tends to become memory work. Russian language examples are also included. (SW)

ED 231 262 HE 016 245

Barger, Robert N.; Barger, Josephine C.
A Workable Strategy for Affirmative Action.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; *Affirmative Action; Compliance (Legal); Declining Enrollment; Equal Education; Ethics; Legal Responsibility; *Minority Groups; *Postsecondary Education; *Student Recruitment

The kinds of affirmative action programs that are likely to be successful within postsecondary education are identified. Affirmative action is designed to increase minority access, survival, and upward mobility within the institution. The following arguments are proposed: (1) ethical and legal strategies are insufficient to accomplish the aim of an affirmative action program, and (2) a pragmatic strategy, which appeals to the interests of both the majority and minority, is necessary for the success of an affirmative action program. The following principles of philosophical ethics, which are open to conflicting interpretations, are briefly explained: compensatory justice, distributive justice, and formal equality. There are problems with basing affirmative action on grounds of legality, since the legal grounds may shift, and the reporting of results is often based on "good faith" effort, rather than a showing of substantial results. The pragmatic approach is based on utility, measured in terms of results or consequences. It is suggested that future demographic changes in postsecondary education will likely result in a buyer's market for minority students. Therefore, it is in the self-interest of colleges to recruit and retain minority students, and to increase the number of minority staff. (SW)

ED 231 367 IR 050 241

Smith, Dana E.
Testing Common Data Elements for Reference Planning Purposes: A Comparison of Surveys.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Libraries; Comparative Analysis; *Data Analysis; *Data Collection; Library Planning; Library Research; *Library Services; Library Surveys; Records (Forms); *Reference Services
IDENTIFIERS- *Library Statistics

In order to ascertain what data elements should commonly be considered in the development of a meaningful procedure for recording and analyzing library reference transaction data for planning purposes, a comparison was made between the development, use, and results of surveys designed and tested at the University of Nebraska at Omaha (UNO) and the University of Illinois at Urbana-Champaign (UIUC). It was concluded that although the computer-assisted approach utilized at UNO allows for greater efficiency in data analysis, the UIUC manual approach can provide similar results at considerably less cost in libraries without access to data processing equipment. In addition, the UIUC survey form was found to be easy to modify in order to accommodate analysis of reference activity in general or specific aspects of subjects depending on the need and the environment where the survey is conducted. A comparative overview of the two survey methods is presented in this report. Appendices comprise the UIUC survey form and three worksheets for UIUC data analysis. (Author/ESR)

ED 231 095 EC 151 934

Nyborg, Magne
A System of Constructs Used to Define Learning in Development; Further Used to Define Disturbances of Learning in and to Define Corresponding "Treatments" of Persons Who Manifest Retarded Intellectual Development. An ILF-Approach.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Classification; *Concept Formation; Decoding (Reading); *Disabilities; Interaction; Language Acquisition; *Learning Theories; Long Term Memory; *Mental Retardation; Models; Preschool Education; Short Term Memory; *Teaching Methods
IDENTIFIERS- Instrumental Language Functions

A theoretical situation-person-interactions model of learning and performance is presented, and applications of the model through the Instrumental Language Functions (ILF) approach with preschool normal and older variously handicapped children and adults are described. The model is graphically depicted and discussed according to such aspects as sensations which are basic to learning; sensations and long term memory (LTM); LTM and coding of sensation; LTM, coding, and short term memory (STM); and applications to general learning, memory, and language disturbances of retarded persons. The ILF approach is then discussed in terms of teaching subprocesses in concept learning (e.g., selective associations) and corresponding verbal expressions (e.g., differences and similarities), conceptual systems (e.g., which shape or color); and supporting children's emotional/motivational dispositions to build self-concept. Additional aspects discussed include influence of the ILF on coding in perception, analytic coding, skill learning, concept learning, STM, thinking and choosing acts, teaching, and learning of school subjects. Approximately one-third of the paper consists of examples of the ILF approach to teaching. (MC)

ED 231 153 EC 152 598

Van Tassel-Baska, Joyce, Ed.
A Practical Guide to Counseling the Gifted in a School Setting.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-146-3
PUB DATE- 83
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 268; $5.95, $5.06 member price).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Administrator Role; Affective Behavior; *Counseling Techniques; Elementary Secondary Education; *Gifted; Models; *Parent Role; Program Descriptions; *Teacher Role

Intended for personnel without specific training in counseling and guidance, the booklet addresses considerations in counseling gifted students. In "Issues in Affective Development of the Gifted," L. Silverman examines perceptions of others and of one's self, the effects of lack of recognition of students' special needs, and the tendency toward emotional excitability. B. Parke in "Who Should Counsel the Gifted: The Role of Educational Personnel" considers the teacher's, administrator's, and pupil personnel staff's role. "The Parent's Role in Counseling the Gifted: The Balance Between Home and School" by A. Munger, suggests techniques for parents as well as for staff working with parents. J. Van Tassel-Baska outlines approaches to meeting students' psychosocial, skill development, and life planning needs in "School Counseling Needs and Successful Strategies to Meet Them." L. Baska, in "Educational Therapy for the Gifted: The Chicago Approach," emphasizes counseling as a standard element within a variety of prototypes. Two examples illustrate the educational therapy orientation. In a final paper, "A Model for Counseling the Gifted at the High School Level," R. Seegers presents a teacher-counselor approach to help students become successful in academic pursuits and enhance their abilities. (CL)

ED 231 277 HE 016 263

Balfour, Linda, Comp.
Statistical Abstract of Higher Education in North Carolina, 1982-83.
North Carolina Univ., Chapel Hill.
PUB DATE- Apr 83
AVAILABLE FROM- University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel Hill, NC 27514.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Aptitude Tests; College Applicants; College Faculty; College Libraries; College Transfer Students; *Degrees (Academic); *Enrollment Trends; *Higher Education; *State Surveys; Student Financial Aid; Teacher Characteristics; Tuition
IDENTIFIERS- *North Carolina

Statistical data are presented on higher education activities in North Carolina, ranging from simple counts of enrollment and degrees conferred to complex analyses of the flow of student transfers among institutions. The following sections are presented: current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, student housing, and general. Among the 83 statistical tables are the following: headcount enrollment in state institutions by institution, residence status, full-time and part-time status, and sex; headcount enrollment in community colleges and technical institutes and colleges by institution; average age of total headcount enrollment in the University of North Carolina; home count of in-state undergraduate students by institution; undergraduate transfers to North Carolina institutions by type of institution; number and percent of degrees conferred by North Carolina institutions by field of study, type of institution, and level of degree; academic rank and sex of full-time faculty in North Carolina institutions; undergraduate tuition and required fees combined; average SAT scores of entering freshmen; and financial aid for professional students. (SW)

ED 231 322 HE 016 398

Combs, Natalie N.; And Others
Teaching Evaluations: Influence of Test Difficulty and Perceived Difficulty of Subject Matter.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Course Evaluation; *Difficulty Level; *Faculty Evaluation; Higher Education; *Student Evaluation of Teacher Performance; Tests

Students' evaluations of a lesson were made on the same videotaped lesson after students were informed that the lesson was difficult or that it was easy, and after they were given a hard or easy content test. A two-way factorial design was employed with 92 undergraduate students, who were randomly assigned to conditions. After all students listened to a 10-minute lesson of an abstract relational concept, half were briefly told that the concept was used for training professional mathematicians, and half that it was used to teach math in the primary grades. In a completely crossed design, half took a difficult objective test over the content, and half took an easier version of the same test. Immediately afterwards, all filled out a 10-item teaching evaluation on the lesson. The findings suggest that students tend to give lower evaluations to teachers who give easy tests. (Author/SW)

ED 231 337 IR 010 734

Simonson, Michael R., Ed.; And Others
Proceedings of Selected Research Paper Presentations at the 1983 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (New Orleans, Louisiana, January 21-24, 1983).
Association for Educational Communications and Technology, Washington, D.C.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Treatment Interaction; *Cognitive Processes; *Cognitive Style; Educational Media; *Educational Technology; Instructional Design; Instructional Development; Intermode Differences; *Media Research; Memory; Research Methodology; Task Analysis; Visualization
IDENTIFIERS- Field Dependence Independence; *Learning Strategies; Media Characteristics

Current issues in educational communications and technology are addressed in this collection of 35 papers, in which research reports predominate. Topics discussed include factors related to the learner, e.g., field dependence/independence, reading ability, learning strategies, and cognitive style. Presentation format and media and stimulus characteristics are also addressed, including information cueing, color realism, aptitude sensitive instruction, advance organizers, visual testing, and imagery form. Several papers examine innovative educational media such as teleconferencing, videotapes, and microcomputers. Additional papers discuss the use of fear in persuasive messages, design of instructional visuals, visualization, patterns for mapping cognitive structure, task analysis, naturalistic inquiry as a research methodology, aptitude treatment interaction research, brain research, and nonverbal communication. References and data tables are included with many papers. Cumulative indexes of authors and descriptors covering the first five AECT conference proceedings volumes (1979-1983) are provided). (LMM)

ED 231 352 IR 010 763

Abernathy, Sandra M.; Denk, Joseph R.
Summary of a National Survey of Microcomputer Systems at Land Grant Institutions.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Computer Oriented Programs; Equipment Maintenance; Higher Education; *Land Grant Universities; *Microcomputers; *Policy; Program Development; Purchasing; Questionnaires; Surveys; *Use Studies
IDENTIFIERS- *Computer Uses in Education; United States

As part of a preliminary investigation of microcomputer systems' uses and policies at higher education institutions, a questionnaire was sent to the computer center director at 69 land grant institutions in the spring of 1982. Land grant institutions were chosen because they are a fairly small, well-defined group of higher education institutions; they represent all geographic regions of the United States; and they include a wide range of student populations. Questions focused on (1) numbers of general purpose, stand-alone, nondedicated microcomputer systems; (2) microcomputer purchase, use, and maintenance; and (3) types of university policy. The 54 responses received (a 78% return) indicate that only a small percentage of institutions have a microcomputer policy for purchase, maintenance, and use. Numbers of microcomputer systems were related to computer center help in purchasing and maintaining equipment, in presenting microcomputer information, and in developing software for other departments. Those institutions with greater numbers of systems reported more involvement in these areas. Numbers of microcomputer systems and of institutions offering coursework in microcomputer programming and microcomputer applications were also related. This report includes the survey questionnaire and six data tables. (LMM)

Duchesne, R. M.; And Others
Ownership of Machine-Readable Bibliographic Data. Canadian Network Papers Number 5 = Propriete des Donnees Bibliographique Lisibles par Machine. Documents sur les Resaux Canadiens Numero 5.
National Library of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-52108-0
PUB DATE- Mar 83
AVAILABLE FROM- Publications Section, Public Relations Office, National Library of Canada, 395 Wellington St., Ottawa, ON, Canada K1A 0N4.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Copyrights; *Databases; Foreign Countries; Guidelines; *Information Retrieval; *Legal Problems; Library Automation; *Library Networks; Library Technical Processes
IDENTIFIERS- Canada; *Machine Readable Bibliographic Data Bases

Because of data ownership questions raised by the interchange and sharing of machine readable bibliographic data, this paper was prepared for the Bibliographic and Communications Network Committee of the National Library Advisory Board. Background information and definitions are followed by a review of the legal aspects relating to property and contract law. The treatment of ownership of machine-readable bibliographic data and databases in 22 agreements is then examined, including library processing center agreements, information retrieval center agreements, and bilateral agreements for the international exchange of MARC records. Relevant ongoing and recent work is surveyed concerning bibliographic records in machine-readable form and copyright law. Outstanding issues in network agreements related to data ownership are reviewed and considered in host/host user agreements and database supplier/host organization agreements. Copyright law revision issues are also noted. Twenty-six references are listed, and appendices provide the recommended text for a bilateral agreement for the international exchange of MARC records via tape format between national bibliographic agencies, and EURONET guidelines for cooperation between database suppliers and host organizations. (LMM)

ED 231 455 JC 830 303

Kassebaum, Peter A.
Affirmative Action at College of Marin: A Demographic Analysis of Faculty and Students.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTIONS- *Affirmative Action; American Indians; Asian Americans; Blacks; Black Students; *College Faculty; Community Colleges; *Ethnic Distribution; Hispanic Americans; *Minority Groups; Population Distribution; Regional Characteristics; School Demography; Two Year Colleges; *Two Year College Students
IDENTIFIERS- California; College of Marin CA

A study was conducted to compare the College of Marin's (CM's) ethnic profile for fall 1979 credit students and for full-time tenured or tenure track faculty employed in spring 1980 with local, regional, and state census data for 1980. The number and percentage of Blacks, Hispanics, Asian-Pacific Islanders, and Native Americans were tabulated for the college as a whole and for six academic departments (i.e., physical education, vocational education, social science, natural science, humanities, and instructional/student services). In addition, the student population at CM was contrasted with state and Bay Area patterns of student enrollment. Study findings included the following: (1) Black faculty accounted for 3.14% of the instructors at CM, compared to a 2.46% Black representation in Marin County, a 9.01% distribution in the Bay area, and a 6.35% representation in the state; (2) Hispanic faculty accounted for 1.89% and Asian-Pacific Islanders 3.14% of the college total; (3) there were no Native American faculty members at CM, although the county representation was 0.35%, Bay Area 0.63%, and state 0.7%; (4) of the students at CM, 2.8% were Black, 3.2% were Hispanic, 3.2% were Asian-Pacific Islander, and 0.9% were Native American; (5) within Marin County, 2.46% of the population was Black, 4.14% Hispanic, 2.44% Asian-Pacific Islander, and 0.35% Native American. The study report includes a literature review and a discussion of the implications of the findings for affirmative action at CM. (HB)

Myths of Behavioral Disorders: Monograph 1. Monograph Series in Behavior Disorders.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0726
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Behavior Disorders; Beliefs; *Change Strategies; Diagnostic Teaching; Elementary Secondary Education; Expectation; *Labeling (of Persons); School Role; Social Isolation; *Stereotypes; *Student Behavior; Teacher Role

Myths often associated with behavioral disorders are examined, and for each myth, strategies that can be implemented by teachers and systems to dispell the myths are identified. It is suggested that the myth that parents caused the child to be behaviorally disordered (BD) can interfere with the child's programing and growth and effective interaction with the families, who can be important sources of information. Another frequent myth, that there is someone capable of assessing behavior as good, bad, appropriate, or inappropriate, is linked to the belief of some educators that education is not nearly as important as psychiatric involvement. It is proposed that teachers can establish what a student can do in terms of academic skills and appropriate classroom behavior and that educational system personnel should gather informal assessment data from parents, teachers, and others directly involved with the student. Additional myths include the following: the behaviors of the BD youngsters are qualitatively different from those of normal students; BD students can control their behavior if they really want to; labeling a youngster as BD causes irreparable harm; and "normal" students should be separated from the BD youngster to protect them from "catching" the behavior. Advantages and disadvantages of labeling are specified, along with examples of negative reactions by educators to labeling and classification. Finally, some conditions in the school whereby BD students/classes are isolated are noted. (SEW)

ED 231 125 EC 152 000

Marchionne, Anne
Early Childhood Autism.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Autism; Definitions; *Educational Therapy; *Etiology; History; Literature Reviews; *Theories; Trend Analysis

The author traces autism from recognition of the disability by E. Bleuler in 1906 to the present, noting changes, similarities, and differences in the copious amont of research. After a poem by Neil Diamond and a glossary of terms, the author describes the views on autism held by E. Bleuler, L. Kanner, L. Bender, M. Mahler, F. Kallmann, B. Bettelheim, B. Rimland, M. Rutter, M. Kozloff, and O. Lovaas, and briefly notes the proponents of the genetic, constitutional, and psychogenic beliefs about etiology. Next, to delineate current trends from 1973, views and treatments of the following persons are described: C. Delacato, B. Kaufman, J. Alvin, and R. Sullivan. Twelve educational and public advancements from 1973 to the present are outlined including P.L. 94-142 (the Education for All Handicapped Children Act), strategies such as sign language, changing attitudes, and a checklist of behavioral signs and symptoms established by the National Society for Autistic Children for diagnostic purposes. Included in a resource packet are a bibliography, a list of nine organizations (with addresses and telephone numbers), a description of the Autism Hotline, and personal comments on the author's experience teaching autistic children as well as remarks aimed at teachers. (MC)

ED 231 187 FL 013 727

Takala, Sauli
English in the Socio-Linguistic Context of Finland.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; *Educational Policy; *English (Second Language); Finnish; Foreign Countries; *Language Planning; Official Languages; *Second Language Programs; *Sociocultural Patterns; *Sociolinguistics; Swedish
IDENTIFIERS- *Finland

This study attempts to give an account of the position of English in Finland, where both Swedish and Finnish are official languages and taught in the schools of both Swedish and Finnish areas of the country. To provide a better understanding of the position of English, a brief historical sketch is provided, with emphasis on the development of bilingualism and recommendations regarding instruction in both languages. The discussion of bilingualism includes a discussion of the emergence of language groups; quantitative trends; sociological patterns of bilingualism including education, marriage, and home language; and social institutions and patterns of social interaction. The section on language teaching policy discusses quantitative trends in the study of the official languages as well as English, German, Russian, and French, and the development of language teaching policy. Finally, the position of English in society and in the educational system is discussed. It is noted that growing contacts between Finland and the other European countries and the United States have meant the growing influence of English and the growing impact of Anglo-American cultural models. Numerous statistical tables are appended. (Author/AMH)

ED 231 232 FL 013 795

Burt, Andy; And Others
Immersion francaise precoce: Francais I (Early French Immersion: French I).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Educational Objectives; *French; *Grade 1; *Immersion Programs; Instructional Materials; *Language Skills; Lesson Plans; Listening Skills; Primary Education; Reading Instruction; *Second Language Instruction; Speech Skills; Teaching Guides; Testing; Writing Instruction
IDENTIFIERS- *British Columbia

This manual for first grade French instruction accompanies the early French immersion program. It is based on general and specific learning objectives for the four language skills the child needs to develop (listening, speaking, reading, and writing). The introduction to the manual provides an overview of the program for the primary grades and learning objectives for the four language skills for grades 1-7. Each of the lessons provides specific objectives for the teacher, learning objectives for the student, suggested class activities and lesson content, instructional materials, suggested evaluation procedures, and references. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

ED 231 248 FL 013 813

Wildsmith, Rosemary
English Language Problems of Chinese Students in South Africa.
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bilingual Students; *Chinese; *English (Second Language); Foreign Countries; *Language of Instruction; Language Planning; Language Skills; Secondary Education; Second Language Learning; Sociolinguistics
IDENTIFIERS- *Chinese People; *South Africa

The status of English as learned and used by Chinese students in South Africa was investigated to provide perspective on the language policy. Language planners in South Africa require that all secondary school students be taught and tested through the medium of either English or Afrikaans, regardless of their mother tongue. The students are expected to achieve the same level in English as that of native speakers if they wish to enter the university. The important concern is whether English should be regarded as either the first or second language of the students, or even as a second dialect. A related criterion is literacy in the mother tongue. These issues were explored within the framework of a sociolinguistic analysis that defines the influence of certain societal factors on the students' learning of English. A questionnaire was administered to 75 secondary school students attending schools that cater to Chinese students and general public schools for all groups. Interviews with teachers concerning language teaching were also conducted. It is concluded that these students cannot be expected to achieve the same level of competence in English as native speakers. The current state of their English is not suitable for effective instruction and testing purposes. This conclusion implies that the same techniques as those used for native speakers cannot be employed equally well for these students. Methods that have achieved some success with the students are also discussed. A questionnaire is appended. (SW)

ED 231 292 HE 016 279

Accreditation on Trial. Proceedings of the Annual Convention of the Middle States Association of Colleges and Schools (95th, Philadelphia, Pennsylvania, December 10-12, 1981).

Middle States Association of Colleges and Schools, Philadelphia, PA.

PUB DATE- Dec 81

AVAILABLE FROM- Middle States Association of Colleges and Schools, 3824 Market Street, Philadelphia, PA 19104.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Accreditation (Institutions); *Accrediting Agencies; *Educational Quality; Elementary Secondary Education; Higher Education; *Institutional Evaluation; Program Evaluation; *Standards

The proceedings of the 1981 annual meeting of the Middle States Association of Colleges and Schools, which focused on the issue of accreditation, are presented. Two papers on accreditation as well as the business meeting of the Association are included. In "Accreditation on Trial--The Indictment," Fred F. Harcleroad provides a historical background of voluntary accrediting organizations and reviews criticisms of accreditation. He notes that the evaluative process has been improving the quality of programs in all types/levels of educational institutions, and that the accrediting process has been based on expanded inservice programs to train evaluators. In "Accreditation on Trial--The Defense," Richard V. Scullin, John F. McHugh, and Mary Patterson McPherson speak for the elementary, secondary, and higher education institutions. Additional contents include: reports of the Association's officers, reports on action by the Assembly of Elementary Schools, the Commission on Secondary Schools, the Commission on Higher Education, and the Committee on School and College Relations; lists of officers, trustees, and committee members of the Association; and the Association's charter and by-laws. (SW)

ED 231 307 HE 016 371

Higher Education and Innovation in the U.S. Economy and President's Fiscal Year 1984 Budget: Perspective from the States. Hearing before the Task Force on Energy and Technology and the Task Force on Education and Employment of the Committee on the Budget. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on the Budget.

PUB DATE- 1 Mar 83

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Budgets; Building Obsolescence; College Role; Economic Progress; *Federal Aid; *Financial Policy; Financial Problems; Financial Support; Government School Relationship; Hearings; *Higher Education; International Relations; Professional Associations; Public Policy; *Research; *Retrenchment; *Technological Advancement

IDENTIFIERS- *Reagan Administration; Research Universities

Hearings on the effects of the Reagan Administration's fiscal year 1984 budget on higher education are presented. The presidents of three leading research universities and the president of the Association of American Universities (AAU) describe the effects of reductions in federal funding for education, research, and development on the country's ability to compete in an international marketplace. The relationship of higher education and innovation to the nation's economy is also addressed. The chairman of the National Governors' Association (NGA) and three governors representing the NGA share their organization's official response to the administration's 1984 budget. The following three propositions are addressed: (1) programs aimed at increasing the volume of research simply by raising budgets for the purchase of research will fail, unless attention is also paid to the health of universities; (2) weakness at any level of education will eventually undermine quality at all other levels; and (3) science cannot be force fed into useful technology. Appended materials include: executive summaries of the two reports--"The Scientific Instrumentation Needs of Research Universities" and "The Nation's Deteriorating University Research Facilities"; and data and narrative materials submitted by the NGA. (SW)

Reid, Janine; And Others
Integration of New Technology in Army Libraries. Final Report.
DAMANS and Associates, Rockville, MD.; King Research, Inc., Rockville, Md.
SPONS. AGENCY- Department of the Army, Washington, D.C.
PUB DATE- 2 Jul 82
CONTRACT- MDA903-81-C-0591
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cost Effectiveness; Feasibility Studies; *Information Networks; Information Retrieval; *Library Automation; *Library Technical Processes; Program Implementation; Shared Services; Special Libraries; Specifications; *Systems Development; Technology Transfer
IDENTIFIERS- Army; *Military Libraries

The integration of new technology in 500 Army libraries was studied to assess the feasibility of introducing automation techniques to army library technical processing activities, to examine and recommend appropriate systems and configurations for library automation, and to determine the costs of implementing the recommendations. The study involved a detailed cost analysis of library technical processing operations at Fort Belvoir and Aberdeen Proving Ground. The operating costs of the current systems were compared with the costs of operating technical processing centers configured in different ways. The recommendations and implementation plans concerned the establishment of technical processing centers at each Army installation using an integrated, minicomputer-based, turnkey library automation system. By introducing this new technology to libraries, the Army plans to increase both the efficiency of technical processing functions and resource exchange among Army libraries, thus increasing the resources available to each library while simultaneously increasing user services. (Author/LMM)

ED 231 411 JC 830 071

Simpson, Johnnie R., Ed.; Clowes, Darrel A., Ed.
Virginia Community Colleges in the Eighties. Proceedings of a Conference. (Blacksburg, Virginia, September 22-23, 1980).
New River Community Coll., Dublin, Va.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Community Coll. Program Area.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Articulation (Education); College Administration; *Community Colleges; Continuing Education; *Educational Trends; *Futures (of Society); General Education; Institutional Research; Remedial Programs; *Statewide Planning; Student Personnel Services; Two Year Colleges; Vocational Education
IDENTIFIERS- *Virginia

Major issues likely to affect the community colleges in Virginia in the 1980s are highlighted in this conference proceedings. First, panel presentations by Gordon K. Davies, J. Wade Gilley, James H. Hinson, Jr., and Joseph Fordyce address the role of the State Council in Higher Education and its perspectives on the coming decade, legislative and public policies affecting different sectors of education in the state, trends in the Virginia Community College System, and external concerns and challenges faced by the colleges. After a review of the questions addressed to the panel and their responses, the text of the two major conference presentations is provided. First, Hinton considers methods of planning a dynamic future for Virginia's community colleges, and then Fordyce reviews the positions of leaders in the community college field regarding the greatest challenges of the 1980's. Summaries are then presented of small group discussions focusing on special issues related to general education/junior-senior college articulation; occupational, remedial, and continuing education; student services; and administration and research. Appendices present the conference program and a list of participants. (HB)

ED 231 425 JC 830 235

Orsak, Charles G., Jr.; And Others
Solar Energy: Instructor Guides, Labs and Tests. First Edition.
Navarro Coll., Corsicana, Tex.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SED-80-19327
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF11/PC55 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Course Descriptions; Energy Conservation; *Energy Occupations; Legal Problems; *Power Technology; Pretests Posttests; *Solar Energy; Technical Education; Two Year Colleges
IDENTIFIERS- *Solar Energy Systems

Instructor guides are provided for each of 11 courses in a 2-year associate degree program in solar technology. The semester-length solar courses are broken down into modules which correspond roughly to a 1- to 2-week block of instruction. Each guide presents a course description, course objectives, references for further information, and a detailed course outline that can be used as the basis for lesson plans. In addition, the guides contain, with some variations, pre-tests, post-tests, answer keys, lab exercises, student assignments, and transparency masters. Guides are provided for the following courses: (1) Introduction to Solar Energy; (2) Energy Science I; (3) Energy Science II; (4) Materials, Materials Handling, and Fabrication Processes; (5) System Sizing, Design, and Retrofit; (6) Collectors and Energy Storage; (7) Energy Conservation and Passive Design Concepts; (8) Operational Diagnosis of Residential Applications; (9) Codes, Legalities, Consumerism, and Economics; (10) Non-Residential Applications and Future Technology; and (11) Practicum in Solar Energy Technology. (AYC)

ED 231 440 JC 830 272

Rice, Robert L.
USC-Lancaster: A Retention Study for a Two-Year Commuter Campus.
South Carolina Univ., Lancaster.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Persistence; Commuting Students; Comparative Analysis; Day Students; *Dropout Characteristics; Dropout Research; *Dropouts; Enrollment Influences; Evening Students; *Student Attrition; *Student Characteristics; Two Year Colleges; *Two Year College Students

In 1980, a study was conducted to determine the student dropout rate at the University of South Carolina at Lancaster and the characteristics of typical dropout students. Data were obtained for 99% of the 736 students enrolled during fall 1980 with respect to variables including race, sex, marital status, age, major, day/evening schedule, commuting distance, semester hours attempted and completed, grade point average (GPA), predicted GPA, aptitude test scores, and admissions classification. Of these students, 41.85% returned in fall 1981 and 67.58% returned in spring 1981. When contrasted with returning students, non-returning students were significantly more likely to be readmitted students, to be undecided about their major, and to have lower GPA's. In addition, non-returning students took significantly fewer semester hours. Certain variables, such as marital status, day/evening attendance, and age, were significantly related to attrition during the spring semester, but not during the fall semester. The study report presents tables including descriptive data for the entire 1980 student population, as well as tables contrasting returning and non-returning students for both fall and spring semesters according to 15 variables. (LL)

ED 231 483 JC 830 333

Palmer, James C.
How Is Quality Measured at the Community College?
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Community Colleges; Curriculum Evaluation; *Educational Assessment; *Educational Quality; *Evaluation Criteria; *Evaluation Methods; *Institutional Evaluation; Literature Reviews; Program Evaluation; School Effectiveness; Two Year Colleges

Reviewing the community college literature in the ERIC database, this paper examines determinants and studies of institutional and programmatic quality. Following a discussion of the contemporary debate over educational quality and its importance for the community college, determinants of quality are discussed in five categories: (1) measures related to institutional resources, including number of course offerings, faculty characteristics and effectiveness, student characteristics, and financial support; (2) factors related to instructional and management processes, such as faculty evaluation systems, budgeting, educational delivery, and program evaluation; (3) student outcome measures, including follow-up of graduates' success in finding employment or transferring to a four-year institution; (4) value-added approaches to quality, which attempt to document student learning gains; and (5) measures related to curriculum structure and emphasis, including the degree to which general education and the liberal arts are integrated into vocational programs, and the question of academic standards. Next, a number of studies are reviewed exemplifying the use of outcome measures, value-added measures, and a decision-making approach. After noting the relative lack of quantitative research on the quality of community college education, the paper concludes that there is no consensus on the meaning of quality at community colleges and that quality judgements are often made on the basis of subjective rather than empirical observations. (LL)

ED 231 497 JC 830 354

Seppanen, Loretta J.
A Statistical Profile: Women in the Alaskan Community Colleges.
Anchorage Community Coll., AK. Office of Institutional Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Faculty; *Community Colleges; *Educational Trends; *Employed Women; Employment Patterns; *Females; Majors (Students); National Norms; Nontraditional Occupations; Population Trends; School Personnel; State Norms; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Alaska

Women's status as students and employees in Alaska's community colleges is greatly influenced by the unique Alaskan environment, where women make up only 47.6% of the population and where the population is on the whole very young. Women comprised 58% of all enrolled students in Alaskan community colleges in fall 1982 and received 56% of the degrees and certificates awarded. These women tend to be enrolled in traditional female and mixed fields. Women receive 95.9% of the degrees in traditional female fields and 68.5% of the degrees in mixed fields. Women in non-traditional fields are found mostly in drafting and petroleum technology programs. Females also make up most (56%) of the employees at Community College Rural Education and Extension and Anchorage Community College. However, most of these employees are in the secretarial/clerical category. Since 1979, the percentage of women on the faculty of the community colleges has declined, from 41% in 1979 to 36% in 1982. Assuming that women employed on the community college campuses share the same characteristics with Alaskan women in general, over half have children in the home, those between 15 and 24 years are likely to be single, and 83% have at least a high school education. The study report provides numerous tables contrasting data on Alaska with national norms and showing educational and employment trends. (AYC)

ED 231 140 EC 152 517

Morgan, Daniel
Guidelines for Development and Implementation of Quality I.E.P.s.
Utah State Univ., Logan. Dept. of Special Education.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
PUB DATE- 80
GRANT- G007900852
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Behavioral Objectives; Charts; Data Analysis; Data Collection; *Disabilities; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Graphs; *Individualized Education Programs; Performance; *Program Evaluation; Records (Forms); *Student Educational Objectives; *Student Evaluation; Tables (Data)

Criteria that may be used to assess the quality of individualized education programs (IEPs) for handicapped students are presented, along with nine examples of procedures for recording/displaying pupil performance data, and seven guidelines for modifying instructional programs. After discussing the rationale for IEPs, the following three indices for determining the quality of an IEP are discussed; (1) the assessment instruments and procedures employed to establish a student's current level of educational performance: (2) the specificity of the short term instructional objectives; and (3) the extent to which the IEP is used by the teacher in planning a student's day to day instructional program. Techniques and procedures that can facilitate the tasks of developing and implementing the instructional plan and writing the IEP are summarized as follows: using existing sequences of skills in a variety of curriculum areas, systematic collecting and recording of performance data, changing or modifying the program when the data indicate a change is necessary, and being precise in the use of systematic instructional procedures. Examples of recording/display procedures include: frequency counting, graphing ontask behavior, alternative ways of charting movements per minute by calendar weeks, monitoring skill acquisition for each student using a matrix, an objective sequence worksheet, a reading skills chart, and a chart displaying short term objectives, evaluation procedures, and criteria for each goal area. The guidelines for modifying instructional programs provide seven examples of data that indicate the need for program changes (i.e., instructional or motivational). (SEW)

ED 231 172 EC 152 667

Lawo, Paula; And Others
Developmental Screening of Infants and Young Children Utilizing Trained Volunteers--Rural & Urban Models.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Resources; *Developmental Disabilities; Infants; Rural Areas; *Screening Tests; Urban Education; Volunteers; Young Children

A screening program at rural and urban Mississippi sites to determine developmental disabilities in young children (birth to 3 years) was carried out by community volunteers who had been trained to administer the Steps-Up screening instrument. Of 244 infants and young children who were screened within a 9 month interval, 76 children were rescreened and 37 failed the screening. Future directions of the rural site involve parent training and recruitment, and plans of the urban center to train a "core group" of local church volunteers who can continue screening in the community. (CL)

ED 231 202 FL 013 753

English Language Teaching Profile: Zambia.
British Council, London (England). English Language and Literature Div.
PUB DATE- Apr 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Developing Nations; *Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language of Instruction; *Language Role; *Official Languages; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Zambia

This profile of the English language teaching situation in Zambia examines the role of English in society and in the educational system. The situation of English as the medium of instruction established by law is noted as well as its status as lingua franca along with the seven official Zambian vernaculars. English in the educational system is described for all levels from primary through adult education, as well as English for special purposes. The composition and qualifications of the teaching cadre on the primary and secondary levels are discussed as well as the training given in various teacher education colleges. Also discussed are (1) professional English organizations, (2) teaching materials, with emphasis on locally produced materials, (3) the use of English as the medium of instruction in the University of Zambia, (4) British and American support for English teaching, and (5) private educational institutions. Appendices provide lists of prescribed English texts for secondary schools in Zambia, language laboratories, and titles of films with fourth grade English content. (AMH)

ED 231 469 JC 830 317

California Community Colleges Fiscal Data Abstract, 1981-82.
California Community Colleges, Sacramento. Board of Governors.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Budgets; *Community Colleges; *Educational Finance; *Enrollment; *Expenditures; *Financial Support; Income; Program Costs; *State Aid; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

Selected statistics on student numbers, units of average daily attendance (ADA), and finances in the California community college districts are provided in this report for 1981-82 and projected for 1982-83. Part I provides enrollment data by district on total day, full-time, credit, and female students. Part II contains annual ADA data and statistics on student workload and apprenticeship hours. A summary is presented in part III of the first recalculation apportionment and the second principal apportionment for 1981-82, including information on general revenues, local property tax revenues, state general apportionments and apprenticeship and handicapped student allowances. Parts IV through VI provide actual data for 1981-82 and budgeted data for 1982-83 in terms of general fund transactions, income, and expenditures by object and aggregated activities. The current and projected expense of education is covered in part VII, while part VIII highlights general fund expenditures by instructional and support activities. Definitions of key financial terms are appended. (HB)

ED 231 218 FL 013 776

Barker, Evelyne
A Short Cut to Second Language Acquisition for Mature Learners.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Language Experience Approach; *Language Research; Learning Motivation; Learning Theories; Oral Language; *Psycholinguistics; *Reading Instruction; Secondary Education; *Second Language Instruction

Research in psycholinguistics and learning theory is reviewed to support the integration of oral and written language skills, and the language experience approach (LEA) is recommended for secondary school second language instruction. This approach incorporates listening, speaking, reading, and writing in purposeful communication. Students use the language they are learning to read directly for meaning and in this process, they bypass the interruptive step of translation. Positive features of the LEA include: writing can be taught in conjunction with reading, students learn from their errors, the approach is learner-centered, and learner-produced materials are motivating. An example is presented to illustrate how a language experience-inspired model can be implemented. Small- and large-group applications are addressed, and a few suggestions are offered to help teachers introduce variety in a familiar context. Current research on linguistic and pedagogical theory suggests the desirability of planning, implementing, and evaluating learner-centered instructional strategies. These include tapping student experiential knowledge, providing learning opportunities for student-to-student interaction, and setting language competence-based goals. Attention is directed to the following considerations: (1) student learning motivation, (2) individual learning pace and style, (3) the use of oral language as a foundation for reading, (4) the input hypothesis (Krashen, 1980), (5) convergent and divergent production, (6) the role of reading when oral and written language skills are interrelated, and (7) language competence versus linguistic performance. (SW)

ED 231 263 HE 016 247

Brown, Peggy, Ed.
Computer Literacy...Would Plato Understand?

Association of American Colleges, Washington, D.C.
PUB DATE- May 83
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Programs; Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; *Curriculum Development; Faculty Development; Graduation Requirements; Higher Education; Liberal Arts; *Microcomputers; Program Descriptions
IDENTIFIERS- Carnegie Mellon University PA; Drexel University PA; Hamline University MN; Marymount Manhattan College NY; Pepperdine University CA; Rollins College FL

The uses of computers by colleges and universities are described, and some definitions of computer literacy are proposed. In addition, an essay, "Computing and Higher Education: The Revolution Is Through the Gates," by Robert G. Gillespie briefly considers the efforts colleges are making to explore the potential of the personal computer. The following developments at colleges are described: Rollins College's plan to make computer literacy a graduation requirement by 1985; Carnegie-Mellon University's plan to introduce a distributed computing network to provide access to powerful personal computers; Pepperdine University's efforts to ensure computer literacy of the faculty, along with the development of introductory courses and computer-based instruction; Marymount Manhattan College's incorporation of a computer literacy program in the liberal arts curriculum; Hamline University's establishment of a computer literacy requirement for all students, which may be met by proficiency testing, computer science courses, or a self-paced computer-assisted short course; and Drexel University's requirement by 1983 that all freshmen buy their own microcomputers. Additional program descriptions and information on resources are included, along with information on the donation of equipment by computer vendors to colleges. (SW)

ED 231 323 HE 016 399

Taylor, Barbara A.
The Relationship of Revenue Dispersion to Several Indicators of Institutional Financial Conditions.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Colleges; *Educational Finance; *Expenditures; *Financial Support; Higher Education; *Income; Institutional Characteristics; *Resource Allocation

The relationship between revenue dispersion and several indicators of financial condition in four-year colleges and universities was studied. Revenue dispersion is a measure of the diversity of institutional income sources. It was hypothesized that revenue dispersion would be positively related to financial condition, since variants on open-systems theory suggested that the institution with dispersed revenues should be less vulnerable to the vicissitudes of any one income source. All four-year postsecondary institutions for which the necessary Higher Education General Information Survey data were available for 1975, 1976, 1978, or 1979 were included in the study. The institutional populations ranged from 1,889 to 1,937. The following indicators were tested against revenue dispersion in a series of lagged and non-lagged regression analysis: fluctuation in revenues; level of financial reserves; constant dollars spent on instruction; and the proportion of educational and general expenditures devoted to instruction, research, and academic support. Regression results suggest that revenue dispersion is significantly, positively related to financial indicators tested in several of the non-lagged equations. By contrast, it was generally insignificant in lagged regressions. This insignificance suggested the presence of multicollinearity among the independent variables. (Author/SW)

ED 231 353 IR 010 764

Kent, Sally, Ed.; And Others
Television and Children: Comprehension of Programs. Research Monograph.
Monash Univ., Clayton, Victoria (Australia).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cartoons; *Comprehension; Editing; Emotional Response; Foreign Countries; *Intermode Differences; Jealousy; Learning Processes; Recognition (Psychology); Research Methodology; *Serial Ordering; Teaching Methods; *Television Research; *Television Viewing; Young Children
IDENTIFIERS- Australia; Concept Acquisition

Earlier versions of the four papers presented in this collection formed a symposium, "Children's Interactions with Television," at the 1982 International Congress of Applied Psychology in Edinburgh. In the first paper, "Children's Comprehension of Television Programs," Peter Rendell and Mary Nixon describe a study which examined children's recognition and reconstruction of the temporal order of events in a television program, as well as the effects of the frequency of scene cuts on program comprehension. "Presentation Medium and Story Comprehension in Young Children," by Sally Kent, reports a study which compared young children's memory and comprehension of a story presented through a picture book and a television cartoon, and investigated the effects of age, story content, and serial position on memory per se and the interaction among these variables and the medium. In "Young Children's Understanding of Emotional States as Depicted by Television Cartoon Characters," Ann Knowles and Mary Nixon describe a study in which 5- to 9-year-old children's awareness of cartoon characters' emotional states was related to their age, social perspective-taking ability, verbal ability, and remembering. In the final paper, "Children's Interactions with Television: New Research Perspectives and an Eye on Future Developments," Barrie Gunter places the research reported in the preliminary papers into a broader context, and discusses the role of the experimental techniques employed. Tables and graphs are included, and references are listed for each paper. (LMM)

ED 231 368 IR 050 242

Using the Dictionary. A Syllabus for a Ten-Session Library Reference Skills Program, Grades 7 and 8.

Detroit Public Schools, MI. Div. of Educational Services.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Alphabetizing Skills; Assignments; Context Clues; *Definitions; *Dictionaries; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Learning Resources Centers; Lesson Plans; *Library Instruction; Pronunciation; Spelling; Word Recognition; *Word Study Skills

One of 13 instructional models developed for use in Detroit's public schools, this course outline describes ten library sessions for teaching seventh and eighth grade students dictionary skills. It is noted that the complete library reference skills program was designed to improve student performance in the Ninth-Grade Objective-Referenced Testing (NGORT) Program and the Michigan Education Assessment Program (MEAP) Reading Objectives for Tenth Grade. The publication includes a course outline; a lesson on dictionaries and their contents; a series of exercises which provide practice in selecting definitions to match words in specific contexts; and a series of related exercises covering the use of content clues for meaning, the choice of the right definition, alphabetical order, the division of a dictionary into thirds, pronunciation keys, dictionary practice, the location of a word whose spelling is unknown, the procedure to follow if a definition contains an unfamiliar word, variant spellings, and idiomatic expressions. Appendices comprise test item specifications and a sample dictionary skills exercise from the NGORT program; optional supplemental exercises covering parts of speech, illustrated definitions, word entries, and dictionary guide words; answer keys for all exercises in the booklet; and a list of supplementary resources for teaching dictionary and library reference skills. (ESR)

ED 231 096 EC 151 937

Wertz, Florence C.
Teaching Blissymbols with the Aid of the Apple II Computer.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Communication Aids (for Disabled); *Communication Disorders; *Computer Assisted Instruction; Computer Programs; Elementary Secondary Education; *Severe Disabilities; Young Children
IDENTIFIERS- *Bliss Symbols

The paper discusses the use of the Apple II computer as a learning tool for nonverbal handicapped children who use Blissymbols. Described are the following: the Blissapple Program, the Bliss Library (2 diskettes containing the full dictionary set), Drill Maker (which allows assembling symbols for various drills), Single Symbol Drill (to teach individual symbols), Multiple Symbol Drill, Blisstalk (which allows display or printing of a selection), and Blissboard (counterpart of the manual Blissboard). (MC)

ED 231 233 FL 013 796

Burt, Andy; And Others
Immersion francaise precoce: Francais 2 (Early French Immersion: French 2).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Educational Objectives; *French; *Grade 2; *Immersion Programs; Instructional Materials; *Language Skills; Lesson Plans; Listening Skills; Primary Education; Reading Instruction; *Second Language Instruction; Speech Skills; Teaching Guides; Testing; Writing Instruction
IDENTIFIERS- *British Columbia

This manual for second grade French instruction accompanies the early French immersion program. It is based on general and specific learning objectives for the four language skills the child needs to develop. The introduction to the manual provides an overview of the program for the primary grades and learning objectives for the four language skills for grades 1-7. The lessons are divided into four sections: (1) listening, with the goal of developing the ability to listen to and grasp the thought of another, to accept the other, and to judge the form and content of a message; (2) speaking, with the goal of developing the ability to use correctly the French language; (3) reading, with the goal of developing the ability to read easily certain texts as well as developing a taste for reading; and (4) writing, with the goal of developing the ability to communicate in writing and to write a message clearly and correctly. In addition to these general objectives, each lesson provides specific objectives for the teacher, learning objectives for the student, suggested class activities and lesson content, instructional materials, evaluation procedures, and references. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

Planning Now for an Information Society. Tomorrow Is Too Late. Science Council of Canada Report 33.
Science Council of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-660-11126-8
PUB DATE- Mar 82
AVAILABLE FROM- Canadian Government Publishing Centre, Supply and Services Canada, Hull, PQ Canada K1A 0S9 (SS22-1982/33E).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computers; Economic Development; Electronic Equipment; Foreign Countries; *Futures (of Society); Industry; *Information Networks; *Policy Formation; *Social Change; Technological Advancement; *Technology Transfer; Telecommunications
IDENTIFIERS- *Canada

Key issues and problems that Canadians may face during the transition to the information society are highlighted in this report, which is based on a larger study by the Science Council of Canada's Committee on Computers and Communication: Information and Canadian Society to identify areas of prime concern, to stimulate public debate, and to place recommendations before policy and decision makers. Stressing that computers, communications, and the widespread application of microelectronics are a transformative technology, the report first explores their possible effects on aspects of Canadian society, the economy, and industrial sectors. Observations are restricted to the immediate effects of the new technologies, with the focus on how and to what extent they will affect the goals and objectives for a range of institutions and industries in Canadian society. Then, the ways in which individual Canadians are and will be affected during the transition period and beyond are examined. The final section which addresses the need for policy in future networks, includes 27 recommendations and statements of concern directed toward governments, labor organizations, educational institutions, and professional, commercial, and industrial associations to alert them to facts, trends, and problems. (LMM)

ED 231 111 EC 151 986

Rice, Ronald M.
Developing a School Program for Behaviorally Disordered Students: Monograph 2. Monograph Series in Behavior Disorders.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0726
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Disorders; Discipline Policy; Educational Objectives; Elementary Secondary Education; *Program Descriptions; *Program Development; *Staff Role; Student Behavior; *Student Placement
IDENTIFIERS- *Monroe Middle School IA

Guidelines for developing school programs for behaviorally disordered (BD) youth, including program descriptions, and program staffing are presented. It is suggested that four concerns need to be addressed in the development of an educational program: (1) developing a program philosophy and general program goals for BD students, (2) identifying staff roles, (3) establishing the procedures and structure for accomplishing program goals, and (4) deciding where in the district the BD program should be placed. The following advantages of developing a program description are noted: communication problems can be avoided; the building administrator can more effectively supervise the program; and public relations are enhanced when the school can communicate in clear terms. Role descriptions for staff members, which can help to clarify individual and team responsibilities and simplify the hiring process, are discussed. The way that disciplinary procedures can be structured in the school setting to include most unacceptable behaviors is examined; and examples of extremely serious behaviors, serious behaviors, and moderately inappropriate behaviors are listed. The following materials developed by Monroe Middle School, Iowa, for a special class with integration for emotionally disabled students are presented: a program description, statements of role responsibilities, a policy for removal of a student from special education, and criteria for less/more restrictive environments. (SEW)

ED 231 126 EC 152 501

Campbell, Philippa H.
Teaching Self-Care to Severely Handicapped Students.
Children's Hospital Medical Center of Akron, OH.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- G007900506; G007903069
AVAILABLE FROM- Children's Hospital Medical Center, 281 Locust St., Akron, OH 44308 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adjustment (to Environment); *Behavioral Objectives; *Behavior Modification; Eating Habits; Elementary Secondary Education; Hygiene; Individual Instruction; Intervention; Problem Solving; Resources; *Self Care Skills; *Severe Disabilities; Skill Development; *Training Methods

The manual provides guidelines for using the problem-oriented approach to teach the self-care skills of self-feeding, dressing, and toileting to severely handicapped students. The approach consists of identifying the problem that is an obstacle to acquisition of a particular skill, selecting and evaluating intervention techniques, and establishing written objectives. General guidelines include explanations of alternative intervention (e.g, positioning equipment) and instructional strategies; ways to use instructional strategies (such as what and how to teach, and how to determine antecedent conditions and consequent events); and instruction for use of the manual. Guidelines are provided for five self-feeding skills (e.g., finger feeding, spoon feeding, cup drinking); four dressing skills (e.g., undressing, shoe tying); and six toileting skills (e.g., bladder training, transfer on/off toilet). The following components usually are included for each of the self-care skills: general discussion; diagramed training sequences showing component areas (matched with normal developmental milestones); expected outcomes; task sequences; essential prerequisite skills; training objectives; diagramed training chart (to determine where to begin training); diagramed assessment strategy chart (to identify problem, select strategy, observe child, and interpret results); instructional strategies; instructional flow chart; recording form; behavior graph; descriptions of adaptive devices; and a reference section. Sources of adaptive equipment are listed with addresses and such categories as "transportation" and "adaptive chairs." (MC)

ED 231 154 EC 152 599

Bowers, Norman D.; Zagar, Robert J.
Time of Day and Its Effect on Pupil Problem Solving and Classroom Behavior.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention Deficit Disorders; Behavior Problems; *Hyperactivity; Intermediate Grades; Problem Solving; *Time Factors (Learning); *Time on Task

Fluctuations in problem solving and classroom behaviors during the school day for 43 hyperkinetic intermediate students with attention deficits were examined. Ss were observed with the Stonybrook Observation Code and tested with the Stroop Color-Word Test, Matching Familiar Figures, Porteus Mazes, and Digit Span. Data were collected in counterbalanced morning and afternoon sessons. Analysis of results revealed that Ss performed better in the morning on problem solving tasks except Digit Span. In classroom behavior, all Ss exhibited more interference, off task behavior, noncompliance, and minor motor movement in the afternoon. (Author/CL)

ED 231 173 EC 152 670

Hauptman, Elaine
Communication between Special Educators and the Mainstream Teachers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Communication Skills; *Disabilities; Junior High Schools; *Mainstreaming; Resource Teachers; Special Education Teachers; Student Teacher Relationship; *Teacher Attitudes

Attitudes of 39 junior high regular class teachers toward inclusion of special education students in their classroom were measured. The relationship between the special education teachers, special education student, and the mainstream teacher was rated strongly positively. The teachers felt that the special education students produced no additional burdens on the behavioral attitudes of the class, although they did express concern about the academic accomplishment of the mainstreamed child. Perceived responsibility for academic, emotional, and special needs of the special education student refelcted a wide range of responses. Most teachers indicated a lack of time to individualize instruction, help individual students, and plan cooperatively with other professionals. In general, despite frustration about grading and competencies in the regular classroom, teachers felt positively toward mainstreaming. The author emphasizes the need for systems to enhance communication between regular and special educators, and offers 10 suggestions for promoting this communication, including writing a guide to special education services and developing an inservice course to help special educators communicate with parents and regular class teachers. (CL)

ED 231 188 FL 013 730

Fisher, Patricia E.
A Functional/Notional Approach to the Development of Language and Culture through Four American Sports.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Athletics; Class Activities; *Cultural Interrelationships; *English (Second Language); *Notional Functional Syllabi; Secondary Education; Second Language Instruction; Teaching Methods; *Threshold Level (Languages); Vocabulary Development

Sports and athletics belong to all cultures; at the same time aspects of them are typical of U.S. culture. As a theme they can be used as a springboard for a "transcultural dialogue" in the language acquisition process. A review of literature shows that very little has been written about developing language skills and cultural understanding through the correlation of athletics with the English as a second language (ESL) classroom. The notional/functional syllabus and the "threshold level" approach are studied for their appropriateness in integrating athletics and ESL class activities. The principal concern of the study is to present the topic of sports and athletics superimposed upon the following considerations in a situational application of a functional approach to language teaching: language functions; general notions; specific notions; setting; social, sexual, and psychological roles; style and register; stress and intonation; grammar; vocabulary; paralinguistic features; and cultural factors. Examples of class activities based on basketball, baseball, tennis, and track/jogging are provided for each category. The appendices provide definitions of the first ten categories used, a listing of selected language-functions, and a listing of idioms related to sports. (AMH)

ED 231 278 HE 016 264

Adolphus, Stephen H., Ed.
Minority and Disadvantaged Students in Postsecondary Education.
State Univ. of New York, Albany. Office of the Regents.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Johnson Foundation, Inc., Racine, Wis.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; *Articulation (Education); *Developmental Studies Programs; *Disadvantaged; Educational Policy; Educational Quality; Education Work Relationship; Equal Education; Government School Relationship; *Minority Groups; Political Influences; Position Papers; *Postsecondary Education; Professional Occupations

The policy statement of the 1982 Wingspread Conference on Postsecondary Programs for the Disadvantaged is presented. The conference examined the past decade of postsecondary education opportunity programs for disadvantaged and minority students and how the objectives of the programs should be pursued in the 1980s and beyond. Recommendations are presented concerning the following areas: (1) the need for quality education for all, including minority and disadvantaged students; (2) recognition of the interrelatedness of all levels of education, since efforts that improve achievement at the elementary and secondary levels increase the likelihood of success at the postsecondary level; (3) state and federal action in cooperation with postsecondary institutions to overcome the underrepresentation of minority students in many career areas and particularly at the postgraduate level and in the more prestigious and highly selective courses of study; (4) recognition of the experiences and effectiveness of postsecondary opportunity programs for minorities and disadvantaged; and (5) political action on the part of the educational community to respond to the fiscal and social crisis threatening equal educational opportunity. (SW)

ED 231 293 HE 016 280

Prather, James E.; And Others
Measure of the Market Factors in University Faculty Salaries.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Comparative Analysis; Enrollment Trends; Higher Education; *Intellectual Disciplines; *Labor Market; National Surveys; *State Universities; *Teacher Salaries; *Teacher Supply and Demand; Trend Analysis

The faculty labor markets within a southern and a western state university were analyzed by discipline and compared with the national labor market. Data were obtained for 1978-1979 to 1981-1982 from two large universities, and selected comparisons were made with results of the Faculty Salary Survey by Discipline of Institutions Belonging to the National Association of State Universities and Land Grant Colleges. One university was studied longitudinally, while the other was studied for one academic year. Disciplines studied included those that experienced a decline in student enrollment over the past 5 years (e.g., education, English, history) and those that experienced enrollment growth (e.g., accounting, journalism, and marketing). Attention was directed to whether shifts in student demographics and interests have paralleled the bargaining power of some disciplines over others. Several approaches to determine the impact of national and regional competition for faculty upon the internal salary structure of the two state universities were undertaken. These methods showed a reasonably close congruence between national market factors and salaries at both institutions. (SW)

ED 231 338 IR 010 735

Saavedra, Jose M.
Sigmund Freud's Personality Theory: Learning Module Employing
Computer-Assisted Instruction Technology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 80
GRANT- SER-8006379
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Autoinstructional Aids; Behavior Development;
*Cognitive Processes; *Computer Assisted Instruction; Models;
Motivation; *Personality Theories; Programed Instructional
Materials; Psychology
IDENTIFIERS- *Freud(Sigmund)

This interactive module contains 33 windows of text and three graphics, in which Freud's topographical (unconscious, pre-conscious, and conscious) and structural (id, ego, and superego) models of the psyche are studied. Seventeen fill-in questions are interspersed within the text. The module stresses the importance of comprehending the concept of unconscious motivation as a key towards understanding human behavior. The psychodynamic character of the mind is also equally stressed with various examples. (Author)

ED 231 383 IR 050 292

Integration of New Technology in Army Libraries. Appendices.

DAMANS and Associates, Rockville, MD.

SPONS. AGENCY- Department of the Army, Washington, D.C.
PUB DATE- 2 Jul 82
CONTRACT- MDA903-81-C-0591
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Costs; Interviews; *Library Automation; Library Research; *Library Technical Processes; Models; Special Libraries; Specifications; Systems Development
IDENTIFIERS- Army; *Military Libraries; Requests for Proposals; Vendors

Eight appendices provide information related to a study which was conducted to determine the feasibility of introducing new automatic techniques to Army library technical processing activities; to examine and recommend appropriate systems and configurations for library automation; and to determine costs of implementing the recommendations. The survey interview guide is followed by specific data from a detailed cost analysis of library technical processing operations at Fort Belvoir and Aberdeen Proving Ground. Data are presented for the following Aberdeen Proving Ground institutions: Aberdeen Post Library, U.S. Army Environmental Hygiene Agency Library; Ballistic Research Laboratory Technical Library; Chemical Systems Laboratory Library; Human Engineering Laboratory Library; Testing and Evaluation Command Library, and Wood Technical Library. Fort Belvoir institutions covered are the Army Coastal Engineering Research center, the Dewitt Army Hospital Medical Library, Engineer School and Learning Resources Center; Engineer Topographic Laboratories Scientific and Technical Information Center; Facilities Engineering Support Agency; Mobility Equipment Research and Development Command; and Van Noy Library. The remaining appendices present library cost and model cost data, information concerning integrated library system (ILS) costs and special collections, a request for proposal (RFP) outline, and vendor responses. (LMM)

ED 231 426 JC 830 236

Younger, Charles; Orsak, Charles G., Jr.
Solar Energy: System Sizing, Design, and Retrofit: Student Material. First Edition.
Navarro Coll., Corsicana, Tex.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Air Conditioning Equipment; Class Activities; Community Colleges; *Energy Occupations; *Equipment; Heating; *Power Technology; *Solar Energy; Technical Education; Thermal Environment; Two Year Colleges; Water
IDENTIFIERS- *Solar Energy Systems

Designed for student use in "System Sizing, Design, and Retrofit," one of 11 courses in a 2-year associate degree program in solar technology, this manual provides readings, exercises, worksheets, bibliographies, and illustrations for 13 course modules. The manual, which corresponds to an instructor guide for the same course, covers the following topics: (1) design considerations and parameters; (2) load calculation factors and procedures; (3) thermal load analysis--space heating and space cooling; (4) thermal load analysis--service water; (5) sizing and selection of the collector array--manual method; (6) sizing and selection of the storage system; (7) sizing and selection of subsystem components; (8) system controls and protective devices; (9) equipment and component specifications and selection; (10) retrofit considerations; (11) programmed system sizing--analysis and design; (12) swimming pools, spas, and hot tubs; and (13) installation, maintenance, and operational considerations. (AYC)

ED 231 441 JC 830 273

McIntyre, Chuck
Fee Surcharge.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; Educational Equity (Finance); Educational Finance; *Fees; Financial Policy; *Financial Support; Private Financial Support; *Resource Allocation; *School District Autonomy; Statewide Planning; *Student Costs; Tax Effort; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

In March 1983, the California Postsecondary Education Commission recommended that the Board of Governors of the California Community Colleges authorize community college districts to levy at their discretion a fee surcharge of not more than 10% of a mandatory general student charge. The objectives of levying the surcharge would be to increase district discretion in raising revenue, to improve district equity and resource allocation, and to support high priority educational needs in the district. An analysis of the proposed fee surcharge by the Chancellor's Office suggests that: (1) the impact of the surcharge on enrollment is likely to be negligible; (2) the surcharge is not a significant revenue-raising alternative; (3) the impact on district resource allocation is uncertain; (4) the impact on district funding equity would be insignificant; (5) the surcharge could have a regressive impact,

burdening low-income students; and (6) financial flexibility can be better achieved through alternatives such as increased private financial support and expanded ways of raising local tax revenues. Therefore, the Chancellor's Office concluded that the objective of improved community college resource allocation would be better met through revenue-use flexibility rather than revenue-raising flexibility, and that the surcharge should not be adopted. District enrollment and financial data are appended. (LL)

ED 231 456 JC 830 304

Kassebaum, Peter A.
Belief Systems and Ritual Behavior: A Modular Approach.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Anthropology; *Behavior Patterns; *Beliefs; Community Colleges; Course Content; Course Objectives; *Cross Cultural Studies; *Learning Modules; *Social Behavior; Teacher Developed Materials; Two Year Colleges
IDENTIFIERS- *Ritual Behavior

A self-instructional package for a unit in ritual behavior and belief systems for a community college cultural anthropology course is presented along with a discussion of its development. The first sections of the paper describe the objectives, procedures, and implications of the packet's development, indicating that conceptual references regarding the construction of learning objectives were drawn from Bloom, Roueche, Maeger, and Tyler; standardized anthropology concepts were elicited from a number of commonly used introductory textbooks; a survey identified the most commonly appearing concepts dealing with primitive belief systems; and objectives and narrative text were prepared. The learning packet itself includes: (1) directions for its use; (2) a rationale; (3) broad, generalized objectives; (4) narrow objectives and a list of performance activities; (5) a narrative covering the economic aspects of rituals and beliefs, emotional needs, secular vs. sacred considerations, Arunta animism and totemism, spiritual power, fertility, shamans, and rites of passage (i.e., pregnancy and childbirth, naming, puberty, and death); (6) a bibliography; (7) performance activities; and (8) a post-test. (Author/LL)

ED 231 498 JC 830 355

Nespoli, Lawrence A.; Radcliffe, Susan K.
Follow-Up of 1981 Graduates. Research Report Number 33.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; *Followup Studies; Graduate Surveys; *Participant Satisfaction; Questionnaires; Student Educational Objectives; Two Year Colleges; *Vocational Education

A follow-up study of 1981 graduates of Howard Community College (HCC) was conducted to obtain demographic data, determine students' employment and educational status 6 months after graduation, and to assess graduates' satisfaction with HCC's classroom instruction and preparation for transfer/employment. Study findings, based on survey responses from 61% of the 231 students who received a degree in 1981 and a survey of the employers of working graduates, included the following: (1) in 1981, 42 certificates and 189 associate degrees were awarded; (2) the majority of these awards (66%) were in occupational programs, followed by transfer programs (18%) and general studies awards (16%); (3) 91% of the employed graduates were satisfied with HCC preparation for employment, and 77% found jobs related to their HCC major; (4) over 96% of the transfer students reported satisfaction with their preparation, and over 86% indicated that their HCC and transfer programs were related; (5) 87% of the graduates whose primary goal was to prepare for career entry were employed, and 84% of the sample of their employers rated their training as good or very good; and (6) 83% of the graduates whose initial goal was to transfer achieved that goal and most reported a high degree of success at the senior institution. The bulk of the report consists of data tables showing survey responses for all graduates, employed graduates, and transfer graduates. Student comments and the questionnaires are appended. (AYC)

ED 231 097 EC 151 939

Edwards, Lois
Teaching Higher Level Thinking Skills through Computer Courseware.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy; *Computer Programs; *Creative Thinking; Elementary Secondary Education; *Gifted; *Logical Thinking; Programing

A rationale is presented for teaching gifted students to gain computer literacy, learn programing, use utility software (e.g., word processing packages), and use interactive educational courseware containing drills, simulations, or educational strategy games to develop higher level and creative thinking skills. Evaluation of courseware for gifted students is addressed briefly. (MC)

English Teaching Profile (Provisional): Zimbabwe.
British Council, London (England). English Language and Literature Div.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Developing Nations; *Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language of Instruction; *Language Role; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Zimbabwe

This profile of the English language teaching situation in Zimbabwe examines the role of English in society and in the educational system. It is noted that English is officially the second language of the African population and the medium of instruction in all schools. The status of English teaching is surveyed from primary school on up and in all types of schools. Also discussed are school evaluations and specific English programs at the University of Zimbabwe and in technical schools. Statistics on English teachers are given along with some discussion of them and of teacher training. Other topics discussed are (1) materials support, including textbooks and audio-visual materials; (2) English outside the educational system; (3) British support; and (4) the recent opening of a U.S. Information Service. It is noted that there is no research in progress and that further information can be obtained from a 1974 report on African education. A concluding general statement notes the commitment of the new government to universal free education, reduction of illiteracy, and the teaching of English as well as teaching in English. Problems in implementing this plan on all levels are also noted. (AMH)

Hall, Roberta M.; Sandler, Bernice Resnick
Women Winners.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Aug 82
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; *Awards; *College Students; Competition; Educational Opportunities; Evaluation Criteria; Federal Legislation; Fellowships; *Females; Grants; Higher Education; *Scholarships; *Sex Discrimination; *Women Faculty

Guidelines are presented to help institutions ensure women's full participation in campus-based and sponsored merit awards and prizes programs. Over 100 recommendations are designed to: explain why such awards and prizes can be particularly important for women students and women faculty; identify overt and inadvertent barriers to women's full participation in campus and sponsored awards programs; identify special problems faced by women competing for athletic awards and prizes and prestigious sponsored fellowships; identify special problems encountered by women who are older, minority, or disabled, and by women faculty applying for postdoctoral awards and grants; analyze the implications of various federal laws and regulations as they apply to awards and prizes; and provide detailed and pragmatic recommendations to ensure that awards procedures are fair and equitable for women on campus. Practices that may exclude women from award competitions are identified with respect to: attitudes toward women as candidates and winners, outreach for nominations and/or applications, awards criteria, nominating and judging, applications; letters or recommendation, and interviews. The recommendations are designed to increase women's participation as competitors, nominators, and judges. (SW)

ED 231 308 HE 016 372

Alabama Commission on Higher Education. Occasional Papers on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Education; Budgeting; College Programs; Evaluation Criteria; *Financial Needs; Government School Relationship; *Higher Education; *Resource Allocation; *State Aid; *State Boards of Education; Statewide Planning
IDENTIFIERS- *Alabama; *Formula Funding

Two papers on the funding formula of the Alabama Commission for Higher Education are presented. The first paper, by John F. Porter, Jr., "The Origins and Evolutions of the Funding Formula Model Utilized by the Alabama Commission on Higher Education, 1973-82," presents the historical antecedents for the existing formula elements and notes similarities between the formulas used by Alabama and Texas. The formula and model used in generating the "formula-driven" components of the 1973-1975 biennial appropriations recommendation are considered, and a case study for change in the state is presented. The second paper, by John P. Porter, Jr. and Glenna G. Brown, "A Method for Evaluating Funding Formulae" assesses regular academic program funding formulas used in 1982. The following four evaluation criteria are developed: level of funding, distribution by category of institution, distribution by size of institution, and internal distribution. In addition, the formulas of Alabama and five other Southern States are applied to the 1982-1983 database for each of the 13 senior institutions in Alabama. Alabama's formula is considered a very conservative estimate of the funds needed by institutions when compared with other states. (SW)

ED 231 412 JC 830 072

Clowes, Darrel A.
Functions of the Two-Year College Curriculum.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Curriculum; *College Role; *Community Colleges; *Course Objectives; *Curriculum Design; Curriculum Research; General Education; Remedial Programs; Transfer Programs; Two Year Colleges; Vocational Education

A study was conducted to review the major functions of a two-year college curriculum as identified in the literature; to relate these functions to specific academic areas within the sciences, social sciences, and science-related technologies; and to relate curriculum functions to specific courses within these academic areas. The literature on the two-year college curriculum is consistent about identifying its four major functions as transfer, general education, preparation for work, and remediation. To determine whether these functions are served by discrete courses, findings from a survey of science, social science, and science-related technology instructors were analyzed. The analysis revealed: (1) the literature-identified curriculum functions were necessary and sufficient--all 1,244 course sections studied could be classified by one or more of the four functions; (2) 34% of the courses served one function, 45% served two functions, 20% served three functions, and 1% served all four functions; (3) transfer was the strongest discrete function and general education the weakest; (4) the transfer function was served in 72% of the sections, general education in 53%, preparation for work in 39%, and remediation in 7%; (5) the highest proportion of courses serving a single function was found in Engineering and the lowest proportion in Agriculture; and (6) the function of courses varied within academic areas. (LL)

ED 231 470 JC 830 318

College Costs: Basic Student Charges, 2-Year Institutions, 1982-83.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-321
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Fees; In State Students; Out of State Students; *Private Colleges; *Student Costs; *Tuition; *Two Year Colleges; Universities

Designed as an aid in college selection, this booklet provides a summary of the basic student charges for more than 1,300 public and private two-year colleges and universities in the United States. As noted in the preface, the booklet presents data obtained from a survey of the nation's colleges and universities, which sought to determine typical or modal tuition and fee charges for full-time students in 1982-83. Charge data, which are provided by state and institution, include tuition and required fees, costs of room and board, and days per week for board. For public institutions, tuition and fees required of in-state and out-of-state students are given. (HB)

ED 231 484 JC 830 335

Boss, Roberta S.
Junior College Articulation: Admission, Retention, Remediation, Transfer. A Position Paper.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Access to Education; *College Role; *Community Colleges; Educational History; *Educational Objectives; *Educational Trends; Open Enrollment; Remedial Programs; Terminal Education; Transfer Programs; *Two Year Colleges

The public junior college was conceived with an "open door" to give the disadvantaged high school graduate another chance to break the poverty cycle and the minority student an opportunity to extend his/her skills and career options. Since its inception in the early 1900's, the mission of the junior college has changed. The initial focus on preparing students for transfer into a 4-year program of the 1920's altered when the introduction of the associate in arts degree signalled a new terminal education function. The birth of the "community college" in the 1960's brought forth a comprehensive mission, comprising terminal, transfer, and remedial programs. The firmly entrenched policy of open admissions has led to an influx of ill-prepared students lacking basic skills; a demand to design courses to meet the needs of part-time, re-entry, and older adult students; and, more recently, questions about the decline of academic standards and articulation with senior institutions. To maintain the community college's open door, it is important to remember that transfer is no longer the sole function of this institution, and that expanding access need not mean declining standards as long as community colleges perform diverse functions for diverse populations. (LL)

ED 231 141 EC 152 518

Ormrod, Jeanne Ellis; Lewis, Mark A.
A Comparison of Memory Skills in Normal, Low-Reading, and Learning Disabled Adolescents.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classification; Comparative Analysis; Definitions; Exceptional Child Research; Labeling (of Persons); *Learning Disabilities; *Learning Processes; *Memory; Performance; Reading Achievement; *Reading Difficulties; *Research Methodology; Visual Perception

The legitimacy of using the criterion of low reading achievement in the study of learning and memory skills with learning disabled children was assessed, based on a comparison of 35 nondisabled students, 15 low readers, and 10 learning disabled high school students. Learning disabilities were defined as encompassing perceptual and/or processing difficulties and a deficit in scholastic achievement of at least 3 years, while the low reading achievement category was distinguished by being at least 4 years below grade level. A series of 13 memory/learning tests and subtests was administered to each student individually in two or three 45 minute sessions. The findings indicated many similarities in the performance of learning disabled and low reading students, but also identified some significant differences between these two groups, particularly in tasks involving visual input and/or visual processing. Analyses of tasks where the two groups differed significantly always found the low reading group performing better than the learning disabled group, with no significant differences between the low readers and the nondisabled subject in each of these cases. While there was overlap between the low reading and learning disabled populations, the data suggest that there are enough differences to preclude using these populations interchangeably under the generic title "learning disabilities." It is concluded that there is a need to specify carefully the criteria used in sample selection, and to limit conclusions about research findings to the particular population studied. (SEW)

ED 231 155 EC 152 600

Share, Jack; French, Ron
Motor Development of Down Syndrome Children: Birth to Six Years. An Illustrated Book.

PUB DATE- 82
AVAILABLE FROM- Jack B. Share, 13546 Riverside Dr., Sherman Oaks, CA 91423 ($12.00, $13.00 overseas).

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; *Developmental Stages; *Downs Syndrome; Infants, *Learning Activities; *Motor Development; Perceptual Motor Coordination; *Sequential Learning; Young Children

The manual is intended to help parents and professionals understand the motor development of Down's syndrome infants and young children. Following an overview of motor development, gross and fine motor landmarks are presented along with exercises and activities to promote their development in infancy, toddlerhood, and childhood. Each landmark is described in terms of developmental age for normal and Down's children. Illustrations are provided along with lists of suggested activities. Appendixes include information on the developmental progression of specific gross and fine motor skills, sequenced activities to develop each terminal landmark, and resources (associations, periodicals, parent groups, books, and pamphlets). (CL)

ED 231 219 FL 013 777

Magrath, C. Peter
Education for Foreigners -- and Americans.
PUB DATE- 26 May 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Business; *College Programs; Federal Legislation; Foreign Countries; *Foreign Students; Higher Education; International Education; *International Educational Exchange; International Relations; Nationalism; Political Attitudes; *Public Opinion; *Student Exchange Programs

Criticisms of foreign student and international programs at U.S. colleges and universities are reviewed, along with the efforts by higher education institutions to examine their foreign student programs. Bills before the U.S. Congress that would affect these programs are also briefly described. Some criticisms reflect the view that efforts to attract foreign students should be curtailed. Some of the concerns pertain to U.S. business and foreign industrial competition and the fact that many highly-skilled foreign scientists and technicians were trained in U.S. colleges and universities. Others object to the alleged favoritism that universities accord foreign students in admissions and financial assistance. Additionally, the new xenophobia can be seen in the efforts of the federal government to restrict the access of foreign students and scholars to certain types of information and research on U.S. campuses. Self-examinations by colleges have resulted in: (1) programs to assure a diversity of foreign student enrollments, (2) task forces on international education, (3) additional support services, (4) improved language testing for applicants, and (5) cultural awareness projects. Bills being considered include: a foreign assistance bill to finance scholarships for education programs in this country, funds for foreign language instruction for U.S. students at all educational levels, and funds for advanced research and training in Soviet and Eastern European studies. (SW)

ED 231 264 HE 016 248

The Bulletin of the Regents Statewide Plan for the Development of Postsecondary Education, 1984.
New York State Education Dept., Albany.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Faculty; *College Planning; College Programs; Degrees (Academic); Educational Finance; *Educational Objectives; Enrollment Projections; Expenditures; Higher Education; Income; Institutional Characteristics; *Master Plans; Private Colleges; *Records (Forms); *Reports; State Colleges; *Statewide Planning; Student Financial Aid
IDENTIFIERS- *New York

A guide for institutions and the sectors of postsecondary education in New York State is presented to assist in the preparation of 1984 master plans. Attention is directed to master plan requirements, 17 issues that need to be addressed in the master planning process, 39 tentative objectives for the 1984 plan, questions related to the tentative objectives, questions related to finance and facilities, and requests for data projections. In formulating 1984 master plans, each sector (e.g., the State University of New York), is requested to address all issues and objectives and to propose strategies or activities that are appropriate for sector-wide action. Each independent and proprietary degree-granting institution is requested to address each objective that is pertinent to its mission, as well as to propose additional objectives and courses of action to achieve the objectives. The issues and objectives pertain to the overall goals of excellence, access, diversity, and effective use of resources. The forms and instructions for reporting institutional or sector data projections are included, and data from previous master plans are presented including statistics on college programs, degrees, enrollments, full- and part-time faculty, revenues and expenditures, facilities costs, student charges and financial aid. (SW)

ED 231 324 HE 016 400

Powell, Marjorie
Methods in Professional Training: Indoctrination from Step One.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; Identification (Psychology); Job Analysis; *Job Skills; Law Students; *Lawyers; *Legal Education; *Reference Groups; *Role Perception; *Teacher Role

A preliminary classification of methods used during first-year law courses to develop a sense of professional identification among students is presented. Professors' images of lawyers conveyed to students are described based on faculty comments. In addition, informal student interviews were conducted to determine their awareness of this indoctrination process. Participant observation identified the following types of faculty comments: distinguishing lawyers from non-lawyers and professional from personal opinions, discussion of ethical issues, sensitivity to legal terminology, role of authority, awareness of legal roles and tasks, responsibility for structure and results of the system, ability to argue for any position, ability to write in appropriate legal format, development of presentation skills. Additionally, faculty comments revealed the following images of lawyers: as business person, as technician, as preventor of problems, as problem solver, and as creator of the system. While most students indicated that they were starting to think of themselves as lawyers, they were generally not aware of faculty comments that conveyed an image of what lawyers are or what they do. (SW)

ED 231 369 IR 050 243

Cole, John Y., Ed.
U.S. International Book Programs, 1981.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0387-3
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Books; *Developing Nations; Federal Government; *Information Dissemination; International Organizations; *International Programs; *Private Agencies; *Public Agencies; Technology Transfer

Before launching any major projects in the international book field, the Center for the Book in the Library of Congress decided to inventory what is currently being done in this area by both government and private agencies. This booklet presents brief descriptions of international book programs conducted by 15 U.S. government agencies and commissions, 2 intergovernmental organizations, and 15 U.S. private organizations. An address and contact person is provided for each institution. Because there is less activity, and especially less U.S. government activity, in the book field than there was 15 years ago, an introductory essay on "The Book Crisis and the Developing World" by John B. Putnam is included to put the inventory into a historical perspective. Putnam also notes problems that interfere with the free flow of technical books to and among developing countries, including foreign exchange restrictions, the inadequacy of promotional and bibliographic tools, delay in delivery, illiteracy, the necessity for translation into local languages, and the high price of books. Appendices describe the activities of two important but defunct organizations: Franklin Book Programs, Inc. (1952-78) and the U.S. Government Advisory Committee on International Book and Library Programs (1962-77). (ESR)

ED 231 098 EC 151 971

Mainzer, Richard W.; And Others
Learning Disabilities: A Diagnostic Handbook.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; *Handicap Identification; *Learning Disabilities; *Program Descriptions; Referral; Screening Tests; *Student Evaluation; Teamwork
IDENTIFIERS- *Maryland

The manual describes Maryland's programs and processes for serving learning disabled students. Teacher Assistance Teams, a support service for classroom teachers, is the focus of Chapter 1, which examines the team's composition, function, and responsibilities. Chapter 2 presents the state's admission, review, and dismissal process for special education students. Screening procedures are examined in the third chapter while the fourth explores educational assessment. Considerations in cognitive assessment are reviewed in Chapter 5, which discusses selction and interpretation of intelligence tests. Evaluation of the assessment data, including diagnosis of learning disabilities according to federal criteria, is the topic of Chapter 6. Factors that may hinder the diagnostic process are addressed in Chapter 7, including factors related to the students, parents, group process, and individual personnel. A final chapter provides guidelines on designing instruction for learning disabled students. Appended material, which make up nearly half the document, includes summaries of achievement tests and samples of education assessment report formats. (CL)

ED 231 174 EC 152 671

Schnarr, Barbara
The Teacher Consultant: Strategies for Successful Mainstreaming of Physically or Health Impaired Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Consultants; Elementary Secondary Education; *Mainstreaming; *Physical Disabilities; Special Health Problems; *Teacher Role

In helping to mainstream physically or health impaired children, the teacher consultant assesses a student's educational needs through testing, consultation with the school and doctor, parent interviews, and discussions with related services personnel. Implementing the instructional program includes being involved in the individualized education program report and providing supplementary instructional materials for the general educator. The teacher consultant must be a resource to classroom teachers about any educational, medical, or social problems interfering with the student's performance. Evaluation of the program and of student progress is a vital area of responsibility for the teacher consultant. (CL)

ED 231 189 FL 013 733

English Teaching Profile: Denmark.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Creative Writing; Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Denmark

This profile of the English language teaching situation in Denmark examines the role of English in Danish society and in the educational system. The status of English as the principal foreign language since the Second World War is noted as well as the wide usage of English as the principal medium of communication between Danes and non-Danish speakers. The system of English instruction from the fifth class of the "Folkskole" through the university is described, as is English for special purposes instruction and adult education courses. The composition of the teaching cadre, teacher training courses, and professional language teachers' associations are discussed as are English teaching materials support, the branches of educational administration in relation to English teaching, language planning, English outside the education system, British and American support, commercial opportunities for English language books and audio materials, literary societies, and research in progress. A general concluding statement can identify no weaknesses in the system and emphasizes two special features: English is fast becoming an important second language; and British and Danish specialists can engage in professional exchanges on an equal basis. Sources of further information are provided. (AMH)

ED 231 234 FL 013 797

Burt, Andy; And Others
Immersion francaise precoce: Francais 3 (Early French Immersion: French 3).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Educational Objectives; *French; *Grade 3; *Immersion Programs; Instructional Materials; *Language Skills; Lesson Plans; Listening Skills; Primary Education; Reading Instruction; *Second Language Instruction; Speech Skills; Testing; Writing Instruction
IDENTIFIERS- *British Columbia

This manual for third grade French instruction accompanies the early French immersion program. It is based on general and specific learning objectives for the four language skills the child needs to develop. The introduction to the manual provides an overview of the program for the primary grades and learning objectives for the four language skills for grades 1-7. The lessons are divided into four sections: (1) listening, with the goal of developing the ability to listen to and grasp the thought of another, and to judge the form and content of a message; (2) speaking, with the goal of developing the ability to use correctly the French language; (3) reading, with the goal of developing the ability to read easily certain texts as well as developing a taste for reading; and (4) writing, with the goal of developing the ability to communicate in writing and to write a message clearly and correctly. In addition to these general objectives, each lesson provides specific objectives for the teacher, learning objectives for the student, suggested class activities and lesson content, instructional materials, evaluation procedures, and references. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

ED 231 279 HE 016 265

Masland, Andrew T.
Computing and the Cultures of Higher Education.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Policy; Case Studies; *College Environment; College Role; Computer Assisted Instruction; *Computer Oriented Programs; Higher Education; *Institutional Characteristics; *Organizational Climate; *Use Studies

The influence of the concept of organizational culture on computer use by colleges and universities is discussed, and five case studies of anonymous northeast colleges are presented. Attention is directed to the extent and nature of the connections between computer use and organizational factors, both structural and cultural. Structural influences on academic computer use included personnel, facilities, and allocation policy. In addition, three manifestations of culture (saga, history, and symbols) influenced how each institution used and managed computing for research and instruction. Saga is an indication of the institution's values, ideology, and beliefs. Of particular interest was the history of computing at each school and the identification of key individuals. Finally, since symbols identify what is important to individuals and how they view their ideology, symbols can demonstrate the importance placed on computing at the school. Each of the institutions had a distinct mission and culture that affected cumputer use. For each college, information is presented on eight institutional characteristics, characteristics of computer personnel and facilities, the computer allocation policy, and characteristics of computer use. (SW)

ED 231 294 HE 016 282

Levenstein, Aaron, Ed.
"BRAIN": Baruch Retrieval of Automated Information for Negotiations.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Feb 81
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Arbitration; *Collective Bargaining; *Computer Programs; *Databases; Employment Practices; Governance; Grievance Procedures; Higher Education; *Information Retrieval; Information Systems; *Negotiation Agreements; Personnel Policy; Research Tools; Teaching Conditions; Unions
IDENTIFIERS- *Baruch Retrieval of Automated Info for Negotiation

A data processing program that can be used as a research and collective bargaining aid for colleges is briefly described and the fields of the system are outlined. The system, known as BRAIN (Baruch Retrieval of Automated Information for Negotiations), is designed primarily as an instrument for quantitative and qualitative analysis. BRAIN consists of over 350 collective bargaining agreements drawn from both American and Canadian institutions. The program is written in FORTRAN and the computer and terminals are located at the McGill University Labour Agreements Data Bank. The data are available in English or French. BRAIN can search the database for any one of about 120 clauses, and can provide the user the opportunity to select their own format as individual needs may dictate. The clauses (fields) are listed, along with their identification numbers. Each clause is also broken down into its various components and three of them, grievance, arbitration, and governance, are set forth in their entirety (including the computer codes). Additional fields include: college identification, union security, teaching conditions, department chairperson, nonteaching staff, personnel files, leaves, benefits, job security, discipline, patents and copyright, miscellaneous, and annual salaries. (SW)

ED 231 339 IR 010 736

Mills, Michael I.
A Study of the Human Response to Pictorial Representations on Telidon. Telidon Behavioural Research 3.
Montreal Univ. (Quebec).
SPONS. AGENCY- Department of Communications, Ottawa (Ontario).
PUB DATE- 80
CONTRACT- 09SU.36001-0-3165
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Graphics; Design Requirements; *Information Networks; Intermode Differences; Media Research; *Perception; *Pictorial Stimuli; Realism; *Videotex
IDENTIFIERS- *Telidon System

The role pictures and graphics can play in making Telidon, a Canadian home information retrieval videotex service, a viable communications medium is discussed. This report concentrates on contributions of theories of perception and cognition to knowledge of how different kinds of visual images can most effectively be used on Telidon. The issues of whether some ideas are best translated into images while others are more suited to words and how pictures and words might complement each other in communication information on videotex are first addressed. The need for pictorial realism in portraying objects in videotex displays is then examined. Because studies on how people identify objects in pictures suggest that, in some cases, line-drawings, cartoons, and caricatures can more effectively convey information than realistic photographs, the implications of these findings for how pictures of objects are stored in the data base are explained. Finally, the report examines how abstract images and schemas can facilitate learning and problem-solving on videotex, especially how dynamic images can be used on Telidon. Also included are a short introduction to picture perception psychology by Adam Gopnik, and a four-page supplementary bibliography. (LMM)

ED 231 354 IR 050 224

Boorstin, Daniel J.

Gresham's Law: Knowledge or Information? The Center for the Book Viewpoint Series No. 3.

Library of Congress, Washington, D.C.

REPORT NO.- ISBN-0-8444-0346-6

PUB DATE- 19 Nov 79

AVAILABLE FROM- Information Office, Library of Congress, Washington, D.C. 20540.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Books; *Information Services; *Libraries; *Library Role

IDENTIFIERS- *Information Industry; *Knowledge

There is a distinction to be made between knowledge and information. Knowledge is orderly and cumulative; information is random and miscellaneous and may be collected simply because it is there. The information industry is flourishing, but knowledge institutions--colleges, universities, and libraries--go begging. The knowledge industry is actually being transformed and to some extent displaced by the information industry. Libraries must make use of computer technology, but they must also remain fortresses of knowledge which is still preserved mainly in books. Similarly, libraries must be repositories of information, but also places of refuge from the tidal waves of information--and misinformation. The autonomous reader, amusing and "knowledging" himself, should be the be-all and end-all of libraries. (A brief description of the Center for the Book, in the Library of Congress, prefaces the pamphlet). (ESR)

ED 231 398 IR 050 377

Schwarz, Philip
Selecting and Implementing a Computer Based Library System: An Outline of the Process and Annotated Bibliography.
PUB DATE- 12 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Computer Oriented Programs; Contracts; *Library Automation; Library Equipment; Library Networks; Media Selection; *Needs Assessment; *Program Implementation; Proposal Writing; Specifications; *Systems Development
IDENTIFIERS- *Wisconsin Department of Public Instruction

This guide was developed as a "starter kit" for those beginning the process of selecting and implementing computer-based library systems. The main section outlines a process for libraries to use in system selection, including (1) initial considerations; (2) project planning and management; (3) analyzing the alternatives; (4) the selection process; (5) the contract; (6) installing the computer; (7) system implementation; and (8) applications. Appendices provide an annotated list of reading which corresponds to respective sections of the outline, a selected and annotated bibliography of readings on the topic, and a list of sample documents that are available from the Wisconsin Department of Public Instruction's Automation Consultant Office, such as requests for proposals (RFP's)/system specifications, needs analyses, requests for information, contracts, and network agreements. (LMM)

ED 231 427 JC 830 237

Bolin, William Everet; Orsak, Charles G., Jr.
Solar Energy: Materials, Materials Handling, and Fabrication Processes: Student Material. First Edition.
Navarro Coll., Corsicana, Tex.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Carpentry; Class Activities; Community Colleges; *Construction (Process); Electrical Systems; *Energy Occupations; Equipment; Glass; Measurement; Measurement Equipment; Plumbing; Power Technology; Safety; Safety Education; Sheet Metal Work; *Solar Energy; Technical Education; Two Year Colleges; Welding
IDENTIFIERS- Insulation; Soldering

Designed for student use in "Materials, Materials Handling, and Fabrication Processes," one of 11 courses in a 2-year associate degree program in solar technology, this manual provides readings, exercises, worksheets, bibliographies, and illustrations for 13 course modules. The manual, which corresponds to an instructor guide for the same course, covers the following topics: (1) general shop safety; (2) units of measuring and measuring devices; (3) hand tools/power tools and fasteners; (4) welding; (5) carpentry; (6) sheet metal; (7) roofing, flashing, and pitch pans; (8) soldering; (9) piping practices; (10) glazing materials; (11) material coatings and materials compatability; (12) insulation; and (13) electrical practices. (AYC)

ED 231 442 JC 830 277

Neault, Lynn Ceresino
Tuition: Potential Impact on the San Diego Community College District.
San Diego Community Coll. District, Calif. Research Office.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Multicampus Districts; Questionnaires; Retrenchment; *Student Attitudes; *Student Characteristics; *Student Financial Aid; Student Needs; Surveys; *Tuition; Two Year Colleges; *Two Year College Students

A study was conducted in the San Diego Community College District (SDCCD) to examine the potential effects upon student attendance of a proposed imposition of tuition fees for California community college students. The study investigated student plans to attend one of the SDCCD's community colleges in the event of tuition of $50 or $100 per semester being charged, student preferences for tuition charges as opposed to restriction of course offerings or student enrollments, and student needs for financial aid in the event of tuition charges being imposed. Questionnaires were sent to 3,000 randomly selected, current SDCCD students; and responses were received from 538 students. Study findings revealed: (1) respondents appeared willing to pay a $50 tuition fee, but to oppose a fee of $100 per semester; (2) respondents showed a slight preference for a $50 fee, rather than a limitation of courses or enrollments, but a substantial preference for limiting courses and/or enrollments over paying a $100 fee; and (3) respondents indicating that they would or would probably attend the SDCCD the following semester disagreed with the statement that a $50 fee would require them to apply for financial aid, but leaned more toward agreement with the statement that a $100 fee would require financial aid. The study report includes a demographic profile of the SDCCD, a literature review, results broken down by student demographic groups, and appendices containing the survey instrument, detailed findings, and respondents' comments. (HB)

ED 231 457 JC 830 305

Kassebaum, Peter A.
Ethnography: A Learning Package Approach.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Behavioral Objectives; Cognitive Objectives; Community Colleges; *Course Objectives; Curriculum Development; *Ethnography; *Instructional Materials; Learning Activities; *Learning Modules; Learning Theories; Mastery Learning; Summative Evaluation; Two Year Colleges

The development of an instructional package for use with selected readings in a cultural anthropology course at the College of Marin is outlined in this paper. Introductory material indicates that an effort was made to create a learning package based on formal objectives spanning the readings in the course text, to respond to student needs, and to facilitate course instruction through a learning package approach. Next, a survey of the literature examines works related to the construction and application of learning objectives and to learning theories and their application to curriculum design. Then, the procedures used in developing the learning package and enhancing its educational soundness are specified. An overview is then presented of the learning package, focusing on its utilization of self-instruction, modified mastery learning, broad and narrow objectives, performance activities, a rationale, and summative evaluation. Finally, a discussion of the implications of the development of the learning package and recommendations on the need to field-test the package are provided. The complete learning package is appended, including directions for use, a rationale statement, 5 broad and 208 narrow learning objectives, 208 performance activities, and an objective examination for summative student evaluation. (HB)

ED 231 471 JC 830 319

Moran, Terrence J.; Rosberg, William H.
The Effect of Personnel Policies on Faculty Composition and Cost at a Community College.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age; *College Faculty; Community Colleges; Futures (of Society); Occupational Mobility; *Personnel Policy; *Predictor Variables; *Teacher Characteristics; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Kirkwood Community College IA

A study using the Markov chain model was conducted at Kirkwood Community College (KCC) in Iowa to predict the age and probationary status of faculty members over the next 20 years and to estimate the budget required to cover increased salaries associated with additional experience. The study predicted faculty composition under four alternative models: (1) current hiring and retention policies; (2) adoption of a policy to provide incentives for early retirement; (3) adoption of a policy to enforce more stringent guidelines on moving a faculty member from probationary to permanent status; and (4) adoption of a combination of these two policies. The Markov model, which traces faculty members' movement in the past and projects the same movement in the future, was applied to data for the years 1979-81 concerning the 148 KCC faculty eligible for membership in the state-defined professional bargaining unit. The study found the average age of KCC faculty to be 41.8 years in 1981 and their earnings to average $21,350. Over 18% of the faculty members were in the probationary period. Assuming the continuation of current policies, the average age of faculty in 1991 will be 45.1 years, with the proportion of faculty between 31 and 45 declining and the number over 51 growing. The total annual salary outlay will increase by $48,631 by 1991. Alternative policies were found to produce some variations in total salary outlay, but with smaller than anticipated cumulative differences. (Author/AYC)

ED 231 112 EC 151 987

Heilman, Lanelle
Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include, and Strategies for Building Support: Monograph 3. Monograph Series in Behavior Disorders.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0726
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Disorders; *Check Lists; Classroom Design; Elementary Secondary Education; Interprofessional Relationship; *Mainstreaming; Program Development; Residential Schools; Self Evaluation (Individuals); *Special Classes; Student Behavior; *Student Evaluation; *Student Placement; Transitional Programs

The types of programs that can be established for behaviorally disordered (BD) students are discussed, along with behavioral monitoring systems and approaches to establishing staff and administrative support for programs. In addition, a checklist of program components for BD students is included. The following program alternatives are described: institutional placement, alternative schools, self-contained BD classrooms, dual special education, part time reintegration, and full time reintegration. Behavioral monitoring systems, which can be combined with the placement alternatives, include the following: isolation; checklists, daily notes, and graphs; self management; social work services; and assistance from community volunteers. The program checklist contains six broad classroom evaluation components: classroom design, curriculum structure, reintegration program, use of paraprofessional or aide, the individual education program process, and building public relations. Classroom design considerations are outlined in relation to the arrangement of furniture, location of materials, and the relationship of the classroom to other building facilities. Curriculum structure questions are listed concerning lesson plans, monitoring system, point-reward system, graphing system, and materials. Appended materials include an example of a daily note or checklist, a graphing procedure, an assignment sheet, and an "at home" checklist. (SEW)

ED 231 127 EC 152 502

Campbell, Philippa H.
Problem-Oriented Approaches to Feeding the Handicapped Child. Revised.
Children's Hospital Medical Center of Akron, OH.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- G007801682; G007903069
AVAILABLE FROM- Children's Hospital Medical Center, 281 Locust St., Akron, OH 44308 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Eating Habits; Intervention; *Problem Solving; Resources; *Self Care Skills; *Severe Disabilities; Skill Development; *Training Methods

The monograph is intended to help parents or professionals teach severely handicapped children eating and drinking skills through the problem-oriented approach. The approach focuses on identification of the problem which restricts development of the skill, and selection of an alternative strategy for sequential teaching. The first section, on approaches to eating problems, discusses general concerns (such as prolonged infant-like feeding behavior), and approaches (such as observation and making a working hypothesis). The second section, on defining eating problems, provides charts with a step-by-step process to identify problems and evaluate selected solutions. The third section, on solutions to eating problems, presents instructions for 24 techniques, which are organized into the following main categories (examples of techniques are in parentheses): preparation (of the feeding environment, self, and of the child); direction (establish reasonably achievable goals); measuring progress; resources (persons or media materials); nutrition (provision for nutritious, tasteful food); adaptive equipment (to best position child for functions such as eating); inhibition (use of verbal direction or stimulation); facilitation (use of imitation or aid for more normal jaw movement); and reinforcement. Included are a list of resource organizations, sources of adaptive equipment, and a glossary of about 110 terms. (MC)

ED 231 204 FL 013 755

English Teaching Profile (Provisional): Venezuela.
British Council, London (England). English Language and Literature Div.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; *Second Language Instruction; Spanish Speaking; Teacher Education
IDENTIFIERS- *Venezuela

This profile of the English language teaching situation in Venezuela discusses the status of English in society and in the educational system. It also gives an account of Venezuelan political, economic, and social life. A description is given of the education system and reforms that have been proposed for nursery school through higher education. Recognition of English as the first foreign language to be studied is noted. From the little information available, the teaching cadre and training programs are described, and materials support, largely in the form of books, is discussed. Also discussed are (1) the educational administration policies with regard to the teaching of English, (2) national development and planning activities, (3) English outside the educational system, (4) British and U.S. support for the teaching of English, (5) other agency support, (6) commercial opportunities, (7) the status of creative writing in English, (8) the initial stages of research support, and (9)professional associations. A concluding statement notes that Venezuela's problems--in English language teaching as well as other areas--come less from economic than from communication factors. Sources of further information are noted. (AMH)

ED 231 309 HE 016 373

First Annual Equal Postsecondary Educational Opportunity Status Report for the Period July 1, 1980-Fall, 1981.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Mar 83
AVAILABLE FROM- Maryland Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Black Students; *College Desegregation; Degrees (Academic); Employment Patterns; *Enrollment Trends; Governing Boards; Postsecondary Education; *Racial Distribution; *State Colleges; *Statewide Planning; White Students
IDENTIFIERS- *Maryland

The 1980-1981 report of the postsecondary desegregation progress in Maryland is presented. The goals of the 1980 plan and the status of attainment of the goals are discussed. Data are presented on enrollments, degrees granted, employment, and governing boards. Additionally, for each state institution, a chart provides information on goals and recommendations, current activities, and proposed activities. Highlights of the progress achieved include: black and white high school graduates continued to enter college at similar rates; black and white associate degree recipients transferred to four-year institutions at similar rates; three-quarters of the black graduates who transferred did so to a predominantly white institution; and generally, community college enrollments were reflective of the racial composition of the service area's high school graduates and total population. Highlights of areas of concern include: the percentage of black first-time graduate students declined from 13.6 percent in 1979 to 10 percent in 1981; there are several governing boards whose membership does not reflect the racial composition of their service areas; and black faculty in predominantly white institutions and black employees of state boards and state higher educational agencies need to be increased. The first part of the annual institutional report summary form is appended. (SW)

Bolda, Phillip J.; Mack, Bruce A.
A Measurement of Financial Viability Among Private Colleges.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Alumni; Educational Finance; *Endowment Funds; Enrollment Trends; *Expenditures; *Financial Problems; Higher Education; *Institutional Characteristics; *Private Colleges; *Private Financial Support
IDENTIFIERS- *Institutional Vitality

The financial viability of private colleges was assessed by examining the relationship of expenditures to endowment to voluntary support (nongovernment gifts and grants). A sample of 284 private coeducational colleges was drawn from the Council for Financial Aid to Education's (CFAE) annual survey of voluntary support (1976-1977 to 1980-1981). The three variables (expenditures, endowment, and voluntary support) were obtained from the CFAE report and were used to calculate an index for each institution. The sample was segmented into six categories: Carnegie classification, date of founding, size of enrollment, number of alumni solicited for purposes of fund raising, geographic region, and religious affiliation). The index was used to identify characteristics from the six segments, which are indicators of financial strength and weakness among institutions in the sample. Of the six characteristics, two factors were critical in determining a private college's financial viability: the size of the alumni base and enrollment at the institution. Data analysis identified institutions that are insured of long-term survival and institutions whose future remains doubtful. (Author/SW)

ED 231 384 IR 050 294

Anderson, Rosemary; And Others
Library of Congress Online Public Catalog Users Survey.
Library of Congress, Washington, D.C.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitudes; Information Needs; Interviews; Library Automation; *Library Catalogs; Man Machine Systems; *Online Systems; Questionnaires; Search Strategies; *User Satisfaction (Information); *Use Studies
IDENTIFIERS- Library of Congress; *Library Users; *Online Catalogs

The current attitudes of users and non-users towards public online computer catalogs (OPAC's) were studied at the Library of Congress (LC) and responses were compared with those from an aggregate survey. Attitudes of both users and non-users toward the LC OPAC system were favorable. Problems experienced by patrons related to difficulty in remembering what the catalog includes, infrequent use requiring relearning of the system, and difficulty finding effective subject terms. Study-based recommendations include continued HELP facility development; loading of revised error messages into the system; unifying the command structure of the systems; adaptation of the Congressional Research Service's PLATO-based tutorial system for public use, development of online prompts, incorporation of records for older materials and periodicals into the catalog, and inclusion of location information in the records. To alleviate subject-searching difficulties, recommendations include placing subject authorities online with extensive scope notes; loading Dewey and LC Classification Tables online and connecting the table with the bibliographic records; and enriching the subject record by including the table of contents, index, and abstract. (Author/LMM)

ED 231 413 JC 830 079

Mautz, Robert B.
The Power Game: Governance of Higher Education in Florida. ISHE Fellows Program Research Report No. 1, 1982.
Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTIONS- *Board of Education Role; Community Colleges; Educational Legislation; *Governance; *Postsecondary Education; *Power Structure; School District Autonomy; State Action; State Agencies; *State Boards of Education; *State Legislation; State School District Relationship; State Universities; Statewide Planning
IDENTIFIERS- Florida; *Florida Board of Regents

The political and legislative factors that weakened the role of the Florida Board of Regents over a 3-year period (1978-81) are traced in this report. The first section provides background on the functions of the Board from 1968 through 1978, a period characterized by a trend toward centralization and the reduction of university control. Recommendations by the Commission on the Future of Florida's Public Universities, which gave university presidents a potential political power-base through their advisory boards, and the attempt and failure of the Board to achieve constitutional status are highlighted. The second section examines legislative actions that attempted to ensure that Florida public universities had the freedom and governance structure essential to achieving the goal of educational quality, and the resultant reduction of the Board's authority. In addition, efforts to abolish the Board and the formation and effects of the Joint Legislative and Executive Commission on Postsecondary Education and the Postsecondary Education Planning Commission are reviewed. The third section examines the causes of radical transformation of the governance structure of higher education, which included presidential dissatisfaction with centralized control and the failure of the Board to fulfill one of its key missions and provide leadership in a number of areas. The final section explains the current governance structure, citing the vagueness and probable overlap of the functions of numerous planning and coordinating bodies. (AYC)

ED 231 485 JC 830 336

Distribution of Grades and Current Grade Point Ratios Earned, University of Hawaii, Community Colleges. Fall 1982.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

REPORT NO.- MIF-22
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; Courses; *Grade Point Average; *Grades (Scholastic); *Majors (Students); State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Hawaii

Fall 1982 data on student achievement are presented for each of the community colleges of the University of Hawaii. Current grade point ratios (GPR's) and grade distributions are provided for all students registered in credit courses, students in continuing education courses, and students registered for the first time in the second 8-week session. The data reveal: (1) the credits earned ratio was 71%, with higher ratios for vocational courses (75%) than for general education courses (68%); (2) credits earned ratios ranged from 65% in natural science courses to 84% in health services courses, and from 66% to 74% by campus; (3) of the total grades assigned, 24% were A's, 23% were B's, 9% were W's, 11% were N's, and 6% were F's; (4) the average grade assigned ranged from 2.4 to 3.2 by campus, with 2.7 being the system average; (5) the current mean GPR of community college students was 2.74, a slight increase from fall 1981 when the average was 2.72; (6) the current average GPR earned by vocational education majors (2.74) was higher than that of liberal arts majors (2.68); and (7) data by educational objective showed that unclassified students earned the highest GPR's (3.03), followed by those seeking Certificates of Completion (2.79), and Associate in Science degrees (2.74). The bulk of the report consists of data tables providing information on grade distributions from fall 1978 to fall 1982 for the system as a whole and fall 1982 data for each college. (LL)

ED 231 499 PS 013 326

Proceedings of the ACEI Summer Seminar (Taipei, Taiwan, Republic of China, July 9-11, 1980).

Association for Childhood Education International of the Republic of China, Taipei (Taiwan).; Pacific Cultural Foundation (Republic of China).

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Art Education; *Child Development; *Creativity; Cultural Awareness; *Dance; Dramatic Play; Elementary Education; Elementary School Students; Foreign Countries; Gifted; Grade 5; *Music Education; Seminars
IDENTIFIERS- Freedom; *Taiwan

A total of 87 college professors, childhood development experts, and school teachers from the United States, Canada, the Republic of Korea, and the Philippines participated, along with 34 representatives from the host country of Taiwan, in a seminar to exchange views and experiences related to the role of the arts in child development. This volume provides various materials presented at the seminar, including opening addresses and keynote speeches, speeches at panel sessions, the closing address, and farewell remarks. The four keynote speeches focused on freedom and human development, the arts in China, the role of the arts in the invention of man, and cultural tradition and creative expression. Speeches made at panel sessions included (1) a comparative study of creative abilities in gifted and average fifth-grade children in the Taipei area, (2) plastic arts and child development, (3) music and the total development of the child, (4) music and children's education, (5) dance and child development, (6) dramatic play, and (7) child development and the arts. Approximately one-third of the document consists of participants' reflections on their experiences at the seminar; schedules; lists of participants and members of the organizing committee, and photographs of participants are also included. (RH)

ED 231 156 EC 152 601

Shepherd, Margaret L.; Young, Jerry L.
A Profile of the Mainstreamed EMR.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adjustment (to Environment); High Schools; *Mild Mental Retardation; Self Concept; *Social Adjustment; *Student Adjustment; Student Attitudes; Teacher Attitudes

A survey of 54 teachers and 12 educable mentally retarded (EMR) secondary students was conducted to determine the academic, social, and emotional-psychological adjustment of mainstreamed EMR students. Separate questionnaires were developed and administered to teachers and EMR students. Results revealed teachers' somewhat negative perceptions of the students' academic performance and emotional-psychological adjustment. Teachers perceived the students as generally well liked and fairly friendly. Students' self perceptions included general satisfaction with their academic performance and confidence in their own abilities despite feelings of failure when they cannot perform. (CL)

ED 231 250 HE 015 589

Gough, J. E.

Study Centres in Distance Education. Report to the Tertiary Education Commission on the Use of Study Centres in Four Distance Education Systems.

PUB DATE- 31 Oct 80

AVAILABLE FROM- Deakin University, Geelong, 3217, Victoria, Australia.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Advising; Comparative Education; *Extension Education; *External Degree Programs; Foreign Countries; Group Discussion; Higher Education; Institutional Characteristics; *Learning Resources Centers; Nontraditional Education; *Off Campus Facilities; Open Universities; Student Personnel Services

IDENTIFIERS- *Australia; Deakin University (Australia); Open University (Great Britain); Riverina College of Advanced Education (Australia); University of Queensland (Australia); Victorian TAFE Off Campus Network (Australia)

The use and effectiveness of study centers and study center networks as a support system in distance education were investigated, based on interviews with students, tutors, and coordinators of four Australian distance education systems. The investigation of study centers at the University of Queensland, the Riverina College of Advanced Education, the Victorian TAFE Off Campus Network, and Deakin University gathered information about each institution's distance education philosophies and practices, as well as students views and needs. In addition, differences in study centers by state (Queensland, New South Wales, and Victoria) were assessed. Profiles of selected study centers and a model of study centers were developed. In addition, the possibility of more extensive networks of study centers was analyzed. Although there were considerable differences between study centers, there were marked similarities in patterns of student usage. Support services used in distance education in various parts of the world were also reviewed, including Britain's Open University study center network and variations of the Open University theme. Attention was directed to the British tutor-counsellor system, the American mentor system, contract learning, self-help or study groups, and the use of technology. (SW)

ED 231 370 IR 050 244

Pejtersen, Annelise Mark
Design of a Classification Scheme for Fiction Based on an Analysis of Actual User-Librarian Communication, and Use of the Scheme for Control of Librarian's Search Strategies.
PUB DATE- Aug 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; *Classification; Content Analysis; *Fiction; Foreign Countries; Library Research; Library Services; Literary Genres; *Public Libraries; *Reading Material Selection; Search Strategies
IDENTIFIERS- Denmark; *User Needs

Because the general alphabetic arrangement of fiction in libraries is of little use to the ordinary reader, whose criteria for selecting books often relates to book content, a multi-dimensional and inexclusive fiction classification scheme was developed as a model for both book description and search strategy. Based on analysis of 160 actual user-librarian conversations about fiction recorded under everyday library conditions in Danish public libraries in 1973-74, and a further analysis of 134 conversations recorded in 1976, it was found that users' subconscious classification of fiction can be characterized by means of four dominant dimensions: (1) subject matter, including the categories of action and the course of events, psychological development and description, and social relations; (2) type of frame, including time and geographical/social environment frames; (3) author's intention, including provision of an emotional experience or provision of information; and (4) accessibility, which includes readability and physical characteristics of a book. This report describes the development and applications of the prototype classification scheme based on these four dimensions. Appendices present the classification scheme in detail with examples of its classes and subclasses. Also shown are examples of user formulations and genre-terms to illustrate how these criteria are congruent with the various divisions of the scheme. (Author/ESR)

ED 231 099   EC 151 974

The Teacher Support System: A Model for Referral, Intervention, Assessment and Placement Procedures for Regular and Special Education Students.

Monrovia Unified School District, CA.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- May 82

GRANT- 19-64790-81-3293-7100

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Intervention; *Management Information Systems; *Models; Program Evaluation; Referral; Student Placement

A project was undertaken to develop a model for the referral, intervention, assessment, and appropriate placement of regular and special education students in one California school district. The district's existing system was rated according to effectiveness, supportiveness, efficiency, clarity, and flexibility. Results were used to develop the new model, which was pilot tested, revealing increases in efficiency, clarity, and flexibility. A final model, the Teacher Support System, was then introduced, which increased effectiveness by providing individual consultations and problem solving in child study team meetings. It was found that the effectiveness and supportiveness of the management system was rated according to the direct attention and assistance give to teachers requesting help; and that the effectiveness and supportiveness were dependent on such outside factors as the availability and quality of alternative classroom programs, resource personnel, and teacher training programs. Appended are two forms of the rating survey and the Teacher Support System Resource Guide which lists detailed procedures for referral, intervention, assessment, and placement. (CL)

ED 231 142 EC 152 519

Savage, Paula L.
Symbol-Word Correspondence Learning in Normal and Disabled Readers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Associative Learning; *Decoding (Reading); Elementary Education; Generalization; *Paired Associate Learning; *Pronunciation; *Reading Difficulties; Reading Research; *Spelling; *Word Recognition
Artificial symbol-word correspondence in a simple paired associate learning task were used to determine whether disabled readers have a general problem dealing with complex and/or irregular rule systems. The performance of 36 normal readers and 36 disabled readers in grades 4 through 7 was compared. Disabled readers had IQ scores of 87 or above and reading achievement of at least 1.7 years below grade level. The 12 symbol-word correspondneces were differentiated on the dimensions of consistency and conditionality. Differences between normal and disabled reader groups were observed to be specific to the presence of a rule within the set to be learned. When no rule was present and the set was consistent, reader groups performed similarly well. When no rule was present and the set was inconsistent, reader groups performed similarly poorly. However, when a rule was present, which presumably could facilitate learning of the pairs, disabled readers performed significantly more poorly than normal readers. Disabled readers did not differ from normal readers in their ability to detect the rule within a set, as measured by a later transfer and verbalization task. Performance of normal and disabled readers on the paired associate task was not found to be significantly correlated with IQ score in either the rule or nonrule condition. Limited evidence also suggested that the presence of inconsistency in a task containing a rule more adversely affected the learning of disabled than that of normal readers. (Author/SEW)

ED 231 175 EC 152 672

Microcomputers in Special Education.

Education Turnkey Systems, Inc., Falls Church, Va.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-81-0377
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; *Computer Science; Cost Effectiveness; *Disabilities; Educational Trends; Elementary Secondary Education; *Microcomputers; School Districts; Special Education; Trend Analysis

One of four reports designed to assess the current state of new technologies, the document reviews the status of microcomputers in regular and special education now and for the next five years. Briefly discussed are components, software, and prices of microcomputers. Next addressed are general educational usage for instructional and administrative purposes within the past 15 years, sales trends of manufacturers, and needs local education agencies (LEAs) should consider when adopting a microcomputer system. The difference between Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI) in special education (SE) is explained, followed by discussion of the cost/benefit of these applications for classroom and administrative functions. Discussed also are software trends for CAI (such as increase of interest by medium-sized publishers in adapting regular education courseware for SE) and for CMI (such as availability of 30 systems with five components including "procedural safeguards tracking") as well as computer support applications. Among the factors described as affecting the use of microcomputers are advances in hardware technology, increased development in software, and identification of LEA needs such as staff training in specific applications. A short summary synthesizes the content and makes projections including the estimate that by 1985, 500,000 microcomputers will be used at the LEA level as contrasted with 150,000 microcomputers in the public schools in 1982. (MC)

ED 231 190 FL 013 734

English Teaching Profile: Morocco.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Morocco

This profile of the English language teaching situation in Morocco discusses the role of English within Moroccan society and within the educational system. The status of English as the second foreign language is noted, and the role of English in higher levels of education, from the second cycle of secondary school through university and vocational school instruction and teacher training institutes, is described. Also discussed are English language teaching by the broadcast media, recruitment of teachers of English, teaching materials, educational administration with regard to the teaching of English, developing and planning activities, and English outside the educational system. The extensive support given by the British Council is discussed as is American support provided through the Peace Corps and the U.S. Information Service. Some specific instances of commercial opportunities for English language materials in Morocco are given as well as notes on the state of current English language and literature research. A concluding statement examines the situation regarding the commitment to replace foreign teachers of English with Moroccan teachers. Notes on sources of information are provided. (AMH)

ED 231 220 FL 013 778

Tucker, G. Richard; And Others
Exploring Strategies for Developing a Cohesive National Direction toward Language Education in the United States.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-400-80-0040
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 605, Rosslyn, VA 22209 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Activism; *Bilingual Education; *Bilingualism; *Cultural Pluralism; *Educational Policy; *Language Planning; Professional Associations; Public Relations; *Second Language Programs; Sociocultural Patterns; Socioeconomic Influences

The papers focus on the desirability, feasibility, and importance of proposing and beginning to implement a language agenda for all residents of the United States. After an introductory synthesis by G. R. Tucker, the following papers are presented: (1) "Matching Appropriate Actions to Specific Linguistic Inadequacies," by R. E. Thompson; (2) "An Unprecedented Act of Fusion," by R. I. Brod; (3) "An Insomniac's Solution to the Problem of National Language Policy," by J. Levy; (4) "Consolidating Mutual Strengths," by V. da Mota; and (5) "The Role of Language Study in Bilingual Education," by J. E. Alatis. The following themes are developed: (1) the need to examine the personal, economic and social factors that affect the learning and use of language in diverse settings; (2) the need to change public attitudes toward promotion of bilingualism, language study, and public policy in the domain of bilingual education and second language learning; (3) the need to conduct a public awareness or consciousness-raising campaign; (4) the necessity of cooperation and collaboration among the various professional organizations; and (5) the need for all to become activists at the local level. (AMH)

ED 231 235 FL 013 798

Burt, Andy; And Others
Immersion francaise precoce: Francais 4 (Early French Immersion: French 4).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Educational Objectives; Elementary Education; *French; *Grade 4; *Immersion Programs; Instructional Materials; Intermediate Grades; *Language Skills; Lesson Plans; Listening Skills; Reading Instruction; *Second Language Instruction; Speech Skills; Testing; Writing Instruction
IDENTIFIERS- *British Columbia

This manual for fourth grade French instruction accompanies the early French immersion program. It is based on general and specific learning objectives for the four language skills the child needs to develop. The introduction to the manual provides an overview of the program for the middle grades and learning objectives for the four language skills for grades 1-7. The lessons are divided into four sections: (1) listening, with the goal of developing the ability to listen to and grasp the thoughts of others, and to judge the form and content of a message; (2) speaking, with the goal of developing the ability to use correctly the French language; (3) reading, with the goal of developing the ability to read easily certain texts, and to learn to enjoy reading; and (4) writing, with the goal of developing the ability to communicate in writing and to write a message clearly and correctly. In addition to these general objectives, each lesson provides specific objectives for the teacher, learning objectives for the student, suggested class activities and lesson content, instructional materials, evaluation procedures, and references. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

ED 231 265 HE 016 251

Coles, H. William, III.
College Student Perceptions: Four-Year Follow-up of 1976 Freshmen. Part I: Academic and Career Plans and Experiences.
State Univ. of New York, Buffalo. Student Testing and Research Office.
PUB DATE- Mar 83
AVAILABLE FROM- State University of New York, Division of Student Affairs, 122 Richmond Quadrangle, Joseph Ellicott Complex, Buffalo, NY 14261.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Aspiration; Career Planning; *College Attendance; *College Students; Enrollment Influences; Followup Studies; Higher Education; Institutional Research; Learning Experience; *Occupational Aspiration; *Student Attitudes; *Student Development
IDENTIFIERS- *State University of New York Buffalo

Academic and career plans and experiences of students in their freshman and senior years were compared. The 280 students first entered the State University of New York at Buffalo (SUNY/B) in the fall semester of 1976 and graduated in the spring of 1980. Students were administered the College Student Perceptions Survey and a followup survey, which included questions concerning educational/career plans and experiences; family; employment; and personal, educational, intellectual, vocational, interpersonal, aesthetic, and civic development. Findings include the following: as incoming freshmen, these students had positive attitudes about attending college; preparing for a career was a very important reason for most of these students to attend college, as was personal and intellectual development; and slightly more than half as seniors intended to obtain masters' degrees, 10 percent more than had intended to do so as freshmen. Details of students' degree aspirations/accomplishments are included, along with 18 aspects of students' development. In addition to a narrative description of the results, numerous data tables are presented. (SW)

ED 231 280 HE 016 266

Perry, Raymond P.; Dickens, Wenda J.
Perceived Control in the Classroom: Student Contingency Training and Instructor Expressiveness.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Achievement Tests; Feedback; Helplessness; Higher Education; *Incentives; *Locus of Control; *Reinforcement; Self Esteem; *Student Attitudes; *Teacher Behavior

The effects of contingency training, instructor expressiveness, and student incentives on student achievement and attributions were investigated in a simulated college classroom. The following conditions were involved: a contingency manipulation resembling an aptitude test; an instructor lecture; two levels of student incentive; and an achievement test based on the lecture material. A total of 296 University of Manitoba students participated. Following an incentive manipulation, students wrote an aptitude test providing contingent, noncontingent, or no feedback, and responded to an attribution questionnaire. All students then observed a low or high expressive instructor, and completed an achievement test and an attribution questionnaire. After the contingency manipulation, noncontingent students reported less perceived control and made less internal attributions to their performance on an aptitude test. Post-lecture results indicated that the highly expressive instructor increased achievement and self-confidence in contingent compared to noncontingent students in low incentive conditions. The findings suggest that exposure to noncontingent outcomes can impair some aspects of a student's academic development. (Author/SW)

ED 231 340 IR 010 739

Coffey, John
The CET Open Learning Systems Programme: A Contribution to Career Updating.
Council for Educational Technology, London (England).

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adoption (Ideas); *Adult Education; Change Strategies; Curriculum Development; Educational Change; *Educational Innovation; Foreign Countries; *Open Education; *Program Implementation; Training Methods
IDENTIFIERS- Distance Education; *United Kingdom

Because the current Council for Educational Technology (CET) open learning systems (OLS) program is ending and the new OLS program being planned has very different concerns, this report reviews the initial program, assesses its impact since 1975, and identifies factors which aided its success as an innovative program. Aims and objectives for each of the project's three phases are given, and the main aspects of the work are generally outlined. Good timing, a clearly identified target group, the early identification of a transferable model, and carefully-considered program objectives are identified as crucial to the effective promotion of open learning systems by project staff. Examples of methods used to overcome inertia in the system which would prevent innovation are outlined. Though the program has not been subject to formal evaluation, a subjective assessment of its major achievements is given. The main problems facing further spread of OLS in public sector institutions are listed, as well as a brief outline of the next stage in CET's OLS work. Twenty-one references are listed. (Author/LMM)

Debons, Anthony; And Others
Manpower Requirements for Scientific and Technical Communication: An Occupational Survey of Information Professionals. Final Report.
King Research, Inc., Rockville, Md.; Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

SPONS. AGENCY- National Science Foundation. Washington, D.C. Div. of Information Science and Technology.
PUB DATE- 30 Jun 80
GRANT- DSI-7727115
AVAILABLE FROM- National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161 (Order No. PB80-221849).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Information Scientists; *Job Analysis; Occupational Clusters; *Occupational Information; Occupational Surveys; Organizations (Groups); Professional Education; Professional Training; Questionnaires; Tables (Data)
IDENTIFIERS- Job Titles; Occupational Distribution

The first phase of a three-phase program, this study determined the functions entailed in information work and identified the number of individuals who exercise these functions in a survey of 1,193 establishments in state and local government, industry, and academia. The survey revealed that there were over 1.64 million information professionals employed in 1980. Out of every 10, 7 were in the industrial sector, with another 2 in state and local governments and the remaining 1 in the federal government or in colleges and universities. The survey showed that not only colleges and universities but also industry and government contributed to the education and training of information workers. There were 1,493 unique occupational titles used for classifying individuals who perform information functions. Six generic groups of information professionals were identified, namely managers of information, information operations coordinators, information systems specialists, information intermediaries, information theorists, and educators of information workers. This final report on the methodology of the study and its findings includes a 163-item bibliography and 79 tables. Appendices comprise a sample questionnaire and cover letter, a description of the Manpower Consortium for the Information Profession (MCIP), and three lists: Standard Industrial Classification (SIC) codes used in the study, organizations of interest to information workers, and United States and Canadian programs of study in information. (ESR)

ED 231 399 IR 050 379

Mason, Anne L.; Schleuter, Lynn
A Simple Guide to Managing a Resource Center on Non-Formal Education for Development. Manual Series #1.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Cataloging; *Classification; Filing; Indexing; Information Processing; *Information Retrieval; Library Catalogs; *Library Technical Processes; *Nonformal Education; Organizations (Groups); Publications
IDENTIFIERS- *Non Formal Education Information Center

This manual, the first in a series of practical, "how-to" publications, describes the experiences of the Non-Formal Education Information Center (NFEIC) in setting up and maintaining a specialized resource center for print materials related to nonformal education and development. A description of the NFEIC is followed by an outline of the classification system used in the 7,000-document library. Explanations are provided for (1) cataloging documents (assigning a catalog number, determining cross references, recording other information on the document and the document source); (2) preparing catalog cards (subject/author/title, project/program, publishing organization cards, organization cross-reference cards, and organization/subject cards); (3) filing cards (subject/cross reference, author, title, project/program, organization-subject, "Z" files, and publishing organization files); and (4) locating information in the library (looking for a specific document, documents on a specific subject, information on specific projects/programs, names of organizations involved in special activity areas, descriptive information about an organization and materials related to a particular country). Appendices provide on-call, loan and photocopying policy statements, a photocopy request form, and a library cataloging checklist. (LMM)

ED 231 428 JC 830 239

Younger, Charles; Orsak, Charles G., Jr.

Solar Energy: Energy Conservation and Passive Design Concepts: Student Material. First Edition.

Navarro Coll., Corsicana, Tex.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Air Conditioning; Air Conditioning Equipment; *Building Design; Climate Control; Conservation Education; Energy; *Energy Conservation; Energy Occupations; Heating; Interior Design; Lighting; *Power Technology; *Solar Energy; Technical Education; Two Year Colleges; Ventilation; Water Resources
IDENTIFIERS- *Solar Energy Systems

Designed for student use in "Energy Conservation and Passive Design Concepts," one of 11 courses in a 2-year associate degree program in solar technology, this manual provides readings, bibliographies, and illustrations for seven course modules. The manual, which corresponds to an instructor guide for the same course, covers the following topics: (1) conservation as an energy source; (2) energy conservation and human effort; (3) types and efficiency of heating, ventilation, and air conditioning systems; (4) domestic water use and conservation, water heating, and solar water heating systems; (5) the energy required by lighting and particular appliances; (6) passive solar design considerations, such as building design, placement, interiors, window systems, and thermal storage; and (7) passive solar design approaches, e.g., direct gain, thermal storage wall, attached sunspace, thermal storage roof, and convective loop. (AYC)

ED 231 472   JC 830 320

Charnley, A. H.; And Others
Adult Education and the Local Community: Volume XII. Review of Existing Research in Adult and Continuing Education.
National Inst. of Adult Education, Leicester (England).
PUB DATE- 83
AVAILABLE FROM- National Institute of Adult Education, 19B DeMontfort Street, Leicester. LEI 7GE. (3.00 British Pounds, plus postage. Cash with order).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adult Education; Adult Students; *Community; Community Characteristics; Community Colleges; Community Development; *Community Education; Community Schools; *Continuing Education; Educational Objectives; Foreign Countries; Government Role; Lifelong Learning; Mass Media; Program Descriptions; Social Change; Working Class
IDENTIFIERS- *United Kingdom

The twelfth in a series of research reviews investigating adult education in Great Britain, this paper focuses on adult education activities in local geographic areas and on the concept of "community" and its enhancement of adult education services. After part 1 summarizes the other reviews in the series, part 2 discusses the role of local education authority (LEA) areas, the organization and content of adult education, informal educational modes, a case study of an LEA, and research concerned with local areas. Part 3 examines the concept of community education; considering the definition and creation of "community"; local, democratic, and lifelong learning emphases; service to particular groups; the roles of the interventionist, social activist, and action research; and community education as an extension of adult education. Part 4 describes local adult education projects in Great Britain, including attempts to increase working class participation, widen the clientele, and serve Asian immigrants. Part 5 looks at community colleges and schools in Great Britain and North America, while part 6 addresses the role of the media in the local community. Training provisions for local and community educators and the contributions of national and regional bodies to community education are considered in parts 7 and 8. Finally, part 9 offers recommendations for future research. Results of a survey of adult education fees in 1981-82 are appended. (HB)

ED 231 157 EC 152 602

Janicki, Matthew P.; And Others
A Report on the Availability of Group Homes for Persons with Mental Retardation in the United States.
National Association of State Mental Health Program Directors, Washington, D. C.
PUB DATE- Nov 82
AVAILABLE FROM- National Association of State Mental Retardation Program Directors, 113 Oronoco Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Community Programs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; *Group Homes; *Mental Retardation; National Surveys

A telephone survey of each state's mental retardation/developmental disabilities agency was conducted to determine the national availability of group home type community residential programs. Results revealed a large group home population--at least 68,000 noninstitutional beds (including specially licensed family care and independent apartments) specifically for people with mental retardation. Data compared with 1977 findings revealed a growth rate of 183 percent in the number of group homes for persons with retardation. Projections for future needs of an additional 55,000 beds to meet the out of home group living needs of persons with mental retardation were made. Listings of contact persons in each state and the District of Columbia were compiled and presented in two appendixes. (CL)

English Language Teaching Profile: Sri Lanka.

British Council, London (England). English Language and Literature Div.

PUB DATE- Aug 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Developing Nations; *Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Sri Lanka

This profile of the English language teaching situation in Sri Lanka examines the role of English in society and in the educational system. English is described as a necessary but not official language; within the educational system, a conflict is noted between official policy and the desires of the population. The English language curriculum is outlined from primary and secondary levels through the university, where it is taught as a degree subject in only two universities. Also noted is the position of English as a medium of instruction, as a service subject, and in technical institutes. The composition and qualifications of the teaching cadre are described and the pattern of teacher training is noted. Also discussed are (1) access to teaching materials, (2) English outside the educational system, (3) the extent of British support for the teaching of English, and (4) support from other quarters. A summary paragraph concludes that while the role of English in Sri Lanka is secure, it cannot easily be fitted into clear-cut categories; for the majority of learners it can be seen as a foreign language because there is little English in the environment, particularly in rural areas. (AMH)

ED 231 295 HE 016 349

Karp, Hilary Jo
The Use of Keller's Personalized System of Instruction.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Faculty; *College Instruction; Departments; Discussion (Teaching Technique); Higher Education; *Independent Study; *Individualized Instruction; Lecture Method; Mastery Learning; *Mastery Tests; *Pacing
IDENTIFIERS- *Personalized System of Instruction

The extent of use of the Personalized System of Instruction (PSI), also called the Keller Plan, at a large university campus was investigated. Attention was also directed to the features of PSI used: mastery criterion, self-pacing, proctors, number of times students could retake an exam, and the number of forms of each examination used. The PSI includes clearly delineated objectives or study guides, formulated by the instructor, and presented to the students as a series of units arranged in hierarchical order. From this material students learn, usually without lectures. Of 115 full-time faculty members who were sent a questionnaire, 85 responded. Eighty-one percent of the respondents used the lecture method, and usage ranged from 100 percent by the natural sciences and engineering department to a low of 68 percent in the humanities department. The seminar/discussion method was used by 27 percent of the respondents. The humanities faculty used this method the most (50 percent), and the engineering faculty the least (0 percent). Many faculty used lectures for lower-level classes, and seminar/discussion for upper-level classes. PSI, the least used method, was used by faculty in the behavioral sciences (33 percent) and business (10 percent). Only 18 percent of the respondents had ever used the PSI. The PSI features most often used were self-pacing, a mastery criterion, and the use of several versions of the exam over each unit. The questionnaire is included. (SW)

ED 231 310 HE 016 374

Stephenson, William
Britain's Open University, User of Mass Media.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Students; College Admission; College Faculty; *Comparative Education; Curriculum Development; Educational History; Educational Technology; *Educational Television; *External Degree Programs; Foreign Countries; Higher Education; Nontraditional Education; *Open Universities; Study Habits
IDENTIFIERS- *Distance Education; *Open University (Great Britain)

The way that the Open University system in Great Britain operates and the use of the mass media are discussed in detail. A number of problems the adult student is likely to face are identified, along with basic differences between U.S. and British societies that influence the application of an open university approach. Attention is directed to: admissions policy, degree requirements, student costs, people who were influential in the planning and development of the Open University, the university's printing and mailing operations, new course development, the structure and procedures of the academic staffs (i.e., course teams), the university's Institute of Educational Technology, developmental testing of courses, the production of media elements, the outside tutorial staff, the program "Bartholomew Fair," and auxiliary studies. Problems that may occur for adult students include: the competing home atmosphere, adults may be out of the habit of learning and may fear failure, the educational experience may change the student's personal and family relations, and the student must learn a new technique of studying with the television mode. Differences in the type of universities, population distribution, broadcasting, and postal service in the United States and Great Britain are noted. (SW)

ED 231 326 HE 016 402

Clark, Mary Jo; Centra John A.
Conditions Influencing the Career Accomplishments of Ph.D.s.
Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-82-18; GREB-76-2R
PUB DATE- Jul 82
AVAILABLE FROM- Educational Testing Service, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Ability; Administrators; College Faculty; *Doctoral Degrees; *Educational Background; Education Work Relationship; *Employment Level; Higher Education; History; *Income; Individual Characteristics; Physical Sciences; *Productivity; Publications; Researchers; Salaries; Social Sciences

The influence of academic ability, training, and personal characteristics on postdegree careers and attainments of recent Ph.D.s were analyzed in two studies. Publication rates and income were used as indicators of attainments. The path model employed viewed the employment setting as well as the kind of employment activity as influences on the attainment measures. Academic ability was assessed either by the Graduate Record Examination Aptitude and Advanced Tests or grades. The academic ability construct correlated significantly with the quality of the Ph.D. program. Program quality, in turn, was an important determinant of whether graduates were employed in positions that emphasized research, or teaching and research. Ability and training appeared to influence productivity largely through the employment setting and the primary work activity. The number of years since receiving the doctorate also influenced productivity and income. Productivity helped to determine income in the samples of historians, psychologists, and physical scientists. Those employed as administrators or as clinicians tended to report higher earnings. Academic ability, for the most part, did not affect income. The two study questionnaires are appended. (Author/SW)

ED 231 385 IR 050 297

A National Bibliographic/Resource Sharing Network for Canadian Academic Libraries. Proceedings of the Conference (Ste-Foy, Quebec, October 24-25, 1979).

Canadian Association of Research Libraries, Montreal (Quebec).

PUB DATE- Oct 79
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; *Computer Oriented Programs; Databases; Higher Education; *Library Automation; *Library Networks; National Programs; Program Development; *Research Libraries
IDENTIFIERS- *Canada; Canadian Association of Research Libraries; United States

These papers discuss various options for a computerized national bibliographic network and highlight the problems and potential of developing such a database. Following a brief explanation of the conference purpose and organization, 10 primary papers are presented: (1) "A Brief Overview of Computerized Library Networking in Canada," by Peter Simmons; (2) "National Library of Canada Five-year Plan Overview," by Hope Clement; (3) "What Do CARL Libraries Need or Want from a Bibliographic/Resource Sharing Network?" by Guy Cloutier; (4) "The Functions of an Integrated Bibliographic Network," by Donald Simpson; (5) "Why a Research Libraries Network?" by Edward Shaw; (6) "Standards in a National Bibliographic/Resource Sharing Network," by Cynthia Durance; (7) Distributive Processing in the Context of an Automated Bibliographic Network," by S. Michael Malinconico; (8) "The Management of the Great Canadian Library Network, or It Would Be Easier to Find the Holy Grail," by Basis Stuart-Stubbs; (9) "National Network Development: Problematic Yet Pandemic," by C. Lee Jones; and (10) "Organizing for a National Bibliographic/Resource Sharing Network: Action Plan," by Hans Moller. Closing papers present summations of the proceedings by American and Canadian reactors, Richard De Gennaro and D. W. Halliwell respectively. (LMM)

ED 231 443 JC 830 286

Dann, Diane DuVal
The Status, Scope, and Structure of Marketing in a Selected Group of Community Colleges. (A Summary of Research Results).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Planning; Community Colleges; *Institutional Advancement; Needs Assessment; *Public Relations; *Student Recruitment; Surveys; Two Year Colleges
IDENTIFIERS- *Educational Marketing

A survey was conducted of the 48 institutional members and 8 district offices of the League for Innovation in the Community College to assess the structures and scope of their marketing activities. Responses obtained from 75% of the colleges and 100% of the districts revealed the following: (1) the majority of the colleges were interested in marketing, with 33% possessing well-developed marketing functions; (2) 22% had an administrator with the word "marketing" in his/her title, and 53% had a marketing committee or taskforce; (3) the marketing activites most frequently undertaken were promotion, needs assessment studies, and development of a marketing plan; (4) 62% of the respondents wished to broaden their marketing efforts; and (5) schools involved in marketing were more likely to be engaged in planning activities supportive of the function. Based on study results it was recommended that colleges examine their expectations before beginning a marketing program; that individuals, rather than committees or taskforces be assigned to marketing; that the selection of a marketing person consider individual expertise as well as college emphases and needs; that neglected marketing elements, such as price structure (e.g., tuition, fees, and financial aid), be integrated into planning; and, finally, that colleges evaluate the adequacy of their research capabilities as related to marketing. (LL)

ED 231 458 JC 830 306

Nussbaum, Tom
Minimum Standards for Instructional Programs, Faculty and Facilities.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accountability; *College Faculty; *College Instruction; *College Programs; *Educational Facilities; Evaluation Criteria; Facility Planning; Governing Boards; *State Standards
IDENTIFIERS- *California

In response to a mandate from the Board of Governors of the California Community Colleges, this report analyzes current minimum standards for instructional programs, faculty, and facilities in the community college system and offers proposals for Board discussion and modification. First, background information is provided on the Board's criteria for minimum standards and ongoing efforts concerning minimum standards' revision. The next sections review the adequacy of current standards in covering specific aspects of instructional programs, faculty, and facilities. With respect to instructional programs, the report focuses on objectives, curriculum consistency, course and program approval, curriculum balance, review process, articulation, information dissemination, calendar approval, credit/non-credit and state support criteria, class size, and program priorities. With regard to faculty standards, the report considers educational adequacy, number of instructional staff, faculty evaluation, inservice training, academic freedom, compensation, governance role, full-/part-time faculty, and affirmative action. Finally, in the area of facilities, the report examines standards for libraries and learning resource centers, general facilities and equipment, and facilities and educational planning consistency. Appendices present current minimum standards and the Board's criteria for minimum standards. (LL)

ED 231 486 JC 830 337

Bell, Priscilla
A Review of the Research on Institutionalization of Innovation in Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Agency Role; *Change Strategies; *Educational Innovation; Institutional Characteristics; *Leadership Styles; Literature Reviews; *Organizational Change; *Organizational Climate; School Personnel

The literature on change identifies several factors which positively influence the successful institutionalization of innovation in an educational environment. At each stage of the process of institutionalization these factors interact with the innovation and the institution to determine whether the change will persist. Most of these factors fall into one of four general categories: (1) those related to the nature of the innovation, such as the power of the idea, the intervention strategy used, fiscal aspects, form of the innovation, intensity of the effort, and the advantages of the innovation; (2) those related to the organization and its members, including the organizational climate, the role and style of leadership, and the characteristics of the users of the innovation; (3) those related to the external sociopolitical context, including the needs and demands of a changing society, interest group pressure, and the reputation of the users; and (4) those factors related to the role and impact of the initiating or granting agency, including the mandate from the agency, technical assistance, and flexible monitoring. Research indicates that change results from a process of interaction among these factors and that they cannot be taken in isolation as they have a combined effect on the outcome of the change process. (AYC)

ED 231 500 PS 013 402

Day Care in Canada - 1982.

Department of National Health and Welfare, Ottawa (Ontario). National Day Care Information Center.

PUB DATE- Sep 82
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Day Care; Day Care Centers; Early Childhood Education; *Enrollment; Family Day Care; *Financial Support; Foreign Countries; *Government Role; Nutrition; School Space; Student Teacher Ratio
IDENTIFIERS- Canada

The three reports collected in this document focus on day care in the Canadian provinces, specifically addressing: (1) "Provincial Funding of Day Care Services"; (2) "Day Care Spaces in Canada - 1982"; and (3) "Provincial Day Care Requirements." The first report provides summary outlines of the mechanisms used by each province or territory to finance day care services. It is pointed out that while all Canadian provinces and territories provide financial assistance for day care services through subsidies, grants, allowances, flat rates, and other provisions, funding mechanisms vary considerably from one province to another. The second report lists full-time day care spaces in Canada by province, by sponsor (public, nonprofit, or commercial), and by age of children enrolled. The third report specifies, for each province, number of meals or snacks required for given periods of time, indoor and outdoor space requirements per child, and minimum staff/child ratios by age of child. All three reports are provided in both English and French versions.

ED 231 113 EC 151 988

Huntze, Sharon L.; Werner, Roland J., Jr.

Reintegrating Behaviorally Disordered Students into General Education Classrooms: Monograph 4. Monograph Series in Behavior Disorders.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0726
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavior Disorders; Classroom Design; *Classroom Environment; Elementary Secondary Education; *Individualized Education Programs; *Mainstreaming; Peer Relationship; *Student Adjustment; Student Needs; *Student Placement; Student Teacher Relationship; Transitional Programs

Two studies on reintegration of behaviorally disordered (BD) students into general education classroom are presented. Part I, by S. Huntze, considers five basic assumptions underlying the concept of reintegration and the following five areas that need to be considered when matching student and classroom environment: physical setting, academic programing, teacher-student interaction, peer attitudes, and personnel attitudes. In addition, five phases of the reintegration process are examined: (1) information on student/environment fit is incorporated into the individual education plan (IEP); (2) classroom selection is made at the time of the IEP staffing; (3) the student is kept involved in the general class environment; (4) the time the student spends in the general education classroom is gradually increased; and (5) the student achieves the exit criteria, and reintegration becomes total. Questions to ask when gathering information about the teacher-student verbal interaction variable are included. Part II, by R. Werner, Jr., describes procedures and concepts helpful to special education personnel in planning for the re-entry of BD students from a restricted, separate placement into the regular school program. Attention is directed to systematic planning by the special education teacher, preparing the parents, preparing the regular class teacher, and preparing the student. It is emphasized that the special educator should prepare written descriptions of the history and current status of the BD student to aid the general education teacher. Examples of various formats for reporting this information are included. (SEW)

ED 231 128 EC 152 503

Phipps, Patricia M.
Career/Life Adjustment Education for the LD Learner.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Career Awareness; *Career Development; *Career Education; *Curriculum; Elementary Secondary Education; Human Resources; *Interpersonal Competence; Kindergarten; *Learning Disabilities; *Prevocational Education

The author presents a rationale for incorporating a career/life adjustment curriculum into the learning disabled student's program from school entry to exit, and gives suggestions and objectives for each educational level. Suggested for kindergarten are teaching social competence and appropriate work behaviors, inviting visitors such as firemen, and stressing six objectives such as learning to differentiate between work and play. Suggested for the elementary level, to offset emphasis on academic deficit remediation, is emphasizing social skills, using six objectives such as learning to comprehend the importance of skills to jobs at home, school, and society; and making generous use of introducing to the classroom "guests" who work. Suggested for the secondary level, to improve such deficits as lack of self-concept, are three objectives such as making it possible for the learner to have work experience. Implementation of the career/life curriculum should be stressed as a priority if it has not previously been presented sequentially. (MC)

ED 231 251 HE 015 591

Garvin, David A.
The Economics of University Behavior.
REPORT NO.- ISBN-0-12-276550-8
PUB DATE- 80
AVAILABLE FROM- Academic Press, 111 Fifth Avenue, New York, NY 10003 ($19.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Administration; Departments; *Doctoral Degrees; *Economic Factors; Educational Demand; Educational Finance; Financial Support; Higher Education; *Institutional Characteristics; Models; *Organizational Theories; Private Colleges; Program Development; Program Improvement; *Reputation; Resource Allocation; State Universities; *Universities
IDENTIFIERS- Sponsored Research

The behavior of universities is considered from an economic perspective. It is assumed that both the administration and the faculty pursue goals consistent with their own self-interests. In addition to reviewing studies from other disciplines, the market in which institutions compete is described, and a formal model of the university as a prestige-maximizing organization is developed. The analytic approach of industrial organization theory is applied, with special attention given to questions of entry, market size, and other determinants of market structure. The behavioral implications of the nonprofit status of colleges are considered in some detail. A microanalytic perspective is adopted, and the university's distinctive organizational features and rules for internal allocation are examined. In addition, a number of hypotheses are formally tested. Attention is directed to: patterns of prestige improvement displayed by different types of institutions, differences among disciplines in prestige improvement and in the number of new doctoral programs, and the emergence of new doctoral programs. Finally, the results of the theoretical and empirical analyses are summarized, and the distinctive contributions of the economic approach are evaluated. (SW)

Pejtersen, Annelise Mark
Investigation of Search Strategies in Fiction Based on an Analysis of 134 User-Librarian Conversations.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Communication Research; *Fiction; Foreign Countries; *Interaction; Library Research; *Library Services; Models; *Public Libraries; *Search Strategies
IDENTIFIERS- Denmark; Library Users; *User Needs

Building on a prior investigation of users' formulations and needs in fiction, this study was conducted to determine dominant patterns in public library user-librarian search interactions. Based on analysis of 134 actual user-librarian conversations about fiction recorded under everyday library conditions in Danish public libraries in 1976, it was found that user-librarian interactions can be characterized by means of four search patterns; (1) a bibliographical search strategy with instrumental assistance, where the user selects books himself or herself with only passive help from the librarian in physically locating books; (2) a bibliographical strategy with verification assistance, a variation of the first strategy in that the user may ask the librarian for information on the content of books already chosen by the user; (3) an analytical strategy, where explicitly formulated information about user needs is transmitted to the librarian, who compares the needs with the bookstock and suggests a selection; and (4) an empirical strategy, where the librarian empirically classifies users into typical categories on the basis of sex, age, and other features, and recommends genres and titles based on these categories. This report describes the four search patterns and an additional check routine observed in the study. Occurrences and implications of shifts in search interactions are also discussed. It is concluded that there is a strong need for an auxiliary tool providing the librarian with book contents structured according to users' needs as they were identified in the prior study. (ESR)

ED 231 414 JC 830 147

Flannery, Carol A.
Technical Mathematics: Restructure of Technical Mathematics.
Mountain View Coll., Dallas, Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 82
GRANT- 22420031
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Algebra; *Arithmetic; Calculus; Community Colleges; *Geometry; *Mathematical Applications; Technical Education; *Technical Mathematics; *Trigonometry; Two Year Colleges

Designed to accompany a series of videotapes, this textbook provides information, examples, problems, and solutions relating to mathematics and its applications in technical fields. Chapter I deals with basic arithmetic, providing information on fractions, decimals, ratios, proportions, percentages, and order of operations. Chapter II focuses on algebra, covering real numbers; terms, variables, and expressions; exponents; polynomials; multiplying two expressions; factoring; algebraic fractions; signed numbers; the rectangular coordinate system; first degree, second degree, and linear equations; inequalities; and functions. After chapter III presents the geometric concepts of area, pi, volume, and conic sections, chapter IV provides an introduction to trigonometry, covering positive, negative, general, acute, and quadrantal angles; vectors; right and oblique triangles; graphing of trigonometric functions; calculators with trig functions; period of waves; and trigonometric curves. Next, chapter V focuses on differentiation and integration in calculus. Finally, chapter VI considers the applications of mathematics in plane surveying, computer science, machine parts inspection, automotive technology, aviation, manufacture engineering processes, pharmacology, and optical technology. Practice sheets with answers are included. (AYC)

ED 231 100 EC 151 975

Ballard-Campbell, Maurine; Semmel, Melvyn I.
Role Delineation of the Program Specialist and the Resource Specialist under the California Master Plan for Special Education, July 1, 1980 to June 30, 1981.
California Univ., Santa Barbara. Graduate School of Education.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- Jan 82
GRANT- 42-3008-80-3293-7100
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Individual Characteristics; *Master Plans; *Resource Staff; Special Education; *Specialists; *Staff Role; State Surveys; *Statewide Planning

Study results concerning the preceived functioning of program specialists and resource specialists employed in California special education programs are presented. Attention is also directed to the intended roles of the specialists as defined in law, the state master plan, and other policy documents. Questionnaire data from 97 program specialists, 1,006 resource specialists, and 257 other school personnel from 20 Special Education Services Regions (SESRs) in California were analyzed. Case study interviews were also conducted with 6 program specialists, 20 resource specialists, and 69 other school personnel and parents in six SESRs. Information was obtained on personal and role demographics and the following questions: whether perceived activities and functions of program and resource recipients are being served; whether the specialists are well prepared to perform the intended role; how the specialists' roles relate to other professional roles in the educational system; what specific organizational, personal, or role demographics variables influence perceived role functioning; whether the specialists' functioning levels are effective; what problems are impeding effective role functioning; and what changes in role and responsibility are needed to increase effectiveness. The findings and recommendations of this investigation are presented in detail, and appendices include survey forms, case studies, and information on the roles of the specialists. (Author/SEW)

ED 231 143 EC 152 520

Rosenberg, Bill; Savage, Steven
Vocational Education for the Severely Handicapped: A Resource Guide for Personnel in California.
California State Dept. of Education, Sacramento. Div. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 81
GRANT- G00800596
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Adult Students; Agency Role; *Community Programs; Demonstration Programs; Elementary Secondary Education; Federal Aid; *Fund Raising; Information Sources; Nonprofit Organizations; Private Financial Support; Professional Associations; Program Development; Proposal Writing; *Severe Disabilities; *Sheltered Workshops; Vocational Education; *Vocational Training Centers
IDENTIFIERS- *California

A resource guide to assist inservice personnel to establish vocational education programs for severely handicapped individuals is presented. Section 1 summarizes issues in vocational services and training for severely handicapped persons. Section 2 contains brief descriptions of national agencies and organizations that relate in some way to the vocational needs of the severely handicapped. Alphabetical listings and addresses are given for public, private, and nonprofit agencies, along with professional organizations. Section 3 provides descriptions and addresses of demonstration projects that have implemented community programming or new technology in the field of vocational preparation of the severely handicapped. Section 4 presents descriptions and addresses for agencies in California that relate to the vocational needs of severely handicapped individuals. In cases where local offices are useful contacts, a detailed listing is included. Section 5, on adult vocational programs for severely handicapped persons in California, is divided into: definitions of programs, definitions of services, an index of sheltered workshops by city and region, and a comprehensive listing of adult vocational programs by region. Section 6 includes a brief discussion of books and articles concerning vocational programming for the severely handicapped, a list of relevant journals, and a glossary of behavioral terms. Section 7 presents portions of checklist or observational assessments and a comparison of four work sample evaluations intended for use with the mentally retarded. Section 8 includes information and references concerning federal grants, foundation grants to education, how to locate funding sources, and how to write proposals. Finally, 10 resource guides are recommended, along with ordering information. (SEW)

ED 231 176 EC 152 673

Telecommunications in Special Education.

Education Turnkey Systems, Inc., Falls Church, Va.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-81-0377
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cable Television; Communications Satellites; *Disabilities; *Educational Trends; Elementary Secondary Education; *Special Education; *Telecommunications; Teleconferencing; Videotex

One of four reports designed to assess the current state of new technologies, the document reviews the present and future 5-year status of telecommunication technologies in regular and special education. Briefly described are technological and economic aspects of videotex/teletext, subscription services, satellite broadcasting, cable television, and teleconferencing including video-, audio-, and computer conferencing. General educational use of telecommunications is described relative to current trials and future use of videotex/teletext, and eight other forms of telecommunications including SpecialNet, and Silent Network (a cable satellite group for the deaf), and major network programing for the deaf. Factors discussed as affecting use of telecommunications technologies within the next five years are hardware advances, software developments, and capabilities of local schools. The summary states that technologies are changing rapidly due to technology breakthroughs, standardization, and deregulation, and that within the next five years substantial expansion of educational use of television and subscription services can be expected, along with experimentation among the other technologies. (MC)

ED 231 191 FL 013 735

English Teaching Profile: Arab Republic of Egypt.
British Council, London (England). English Language and Literature Div.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Egypt

This profile of the English language teaching situation in Egypt examines the role of English in society and in the educational system. The status of English as the main foreign language and as the medium of instruction in a small number of influential schools is discussed as well as the extent and content of the university English course. Also discussed are the need for English teachers, the materials used in the schools, and the key posts in the administrative structure that are significantly involved in English language teaching. A historical survey of development and planning activities, including learning objectives, is provided as well as a short description of opportunities for English instruction outside the educational system. The avenues of British and American support for English instruction as described as well as commercial opportunities for publication of English language materials, incentives for creative writing, and the current state of research. A bibliography and a concluding statement on the main weaknesses of the present situation complete the profile. (AMH)

ED 231 221 FL 013 780

Jacobson, Rodolfo

Intersentential Codeswitching: An Educationally Justifiable Strategy.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; *Bilingualism; *Classroom Communication; *Code Switching (Language); Discourse Analysis; Elementary Education; *English (Second Language); Language Acquisition; Mexican Americans; Second Language Learning; *Spanish; Teaching Methods

The language separation approach to bilingual teaching is compared to three kinds of language alternation approaches, "flipflopping," "concurrent translation," and the "New Concurrent Approach" (NCA). The approaches are categorized as conventional, unstructured, and structured, respectively. The effectiveness of the NCA is compared favorably to the other approaches in terms of San Antonio's Title VII demonstration project in bilingual methodology. Five NCA class segments are analyzed with special emphasis on description of corpus, teacher talk, and student talk. Transcriptions of teacher-student dialogs are included. The discussion stresses that through sufficiently long speech samples in each language the child develops the languages simultaneously. This is demonstrated by the grammaticality of almost all child responses. Furthermore, children have developed interlinguistic flexibility as they alternate between languages with ease. It is concluded that the reservations held by many in regard to language switching in the classroom do not hold for NCA as this approach enables the child to develop the home language, become proficient in the majority language, and learn the school subjects at the same time. (AMH)

ED 231 236 FL 013 799

Burt, Andy; And Others
Immersion francaise precoce: Francais 5 (Early French Immersion: French 5).
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Educational Objectives; Elementary Education; *French; *Grade 5; *Immersion Programs; Instructional Materials; Intermediate Grades; *Language Skills; Lesson Plans; Listening Skills; Reading Instruction; *Second Language Instruction; Speech Skills; Testing; Writing Instruction
IDENTIFIERS- *British Columbia

This manual for fifth grade French instruction accompanies the early French immersion program. It is based on general and specific learning objectives and addresses the four language skills the child needs to develop. The introduction to the manual provides an overview of the program for the middle grades and learning objectives for the four language skills for grades 1-7. The lessons are divided into four sections: (1) listening, with the goal of developing the ability to listen to and grasp the thoughts of others, and to judge the form and content of a message; (2) speaking, with the goal of developing the ability to use correctly the French language; (3) reading, with the goal of developing the ability to read easily certain texts, as well as developing a taste for reading; and (4) writing, with the goal of developing the ability to communicate in writing and to write a message clearly and correctly. In addition to these general objectives, each lesson provides specific objectives for the teacher, learning objectives for the student, suggested class activities and lesson content, instructional materials, evaluation procedures, and references. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

ED 231 266 HE 016 252

Cipriano, Robert E.
Task Analysis: A Proactive Paradigm.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Curriculum Design; *Educational Objectives; Higher Education; Information Sources; *Job Skills; Occupational Information; Program Evaluation; *Recreation; *Sequential Approach; Specialists; *Task Analysis; Therapy

A sequential and developmental curriculum design is conceptualized, based on task analysis. Task analysis is a detailed inquiry into actions undertaken in performing specific tasks or jobs. Baseline data form a database on which education and training programs are designed, produced, and evaluated. The following are sources of information for task analysis: technical materials (e.g., books, manuals); interviews and discussion with supervisors, workers, and experts; a daily log of specific duties within each job; and observations of practitioners. A flow chart of generic tasks that therapeutic recreation personnel should be able to perform at different educational levels (i.e., entry-level, associate professional, and professional) is presented, along with a functional task analysis approach to curriculum development at the graduate level. The therapeutic recreation field is broken down into seven roles, competencies needed within each area, and job responsibilities. Task analysis applications might include the following: selection of job applicants; development of job descriptions; articulation between educational levels; identification of remedial needs; isolation of education/training objectives; indication of personnel needs; and employee evaluation. (SW)

ED 231 281 HE 016 267

Blumberg, Phyllis; Flaherty, Joseph A.
Social Support Networks and Psychological Health of Medical Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Helping Relationship; Higher Education; *Medical Students; *Psychological Evaluation; *Social Support Groups; *Student Adjustment; *Well Being

The relationship between social support and various parameters of psychological well-being was examined with 96 third-year medical students at a large, metropolitan medical school. Assessment instruments included the Social Support Networks Inventory, the Social Readjustment Rating Scale, the General Well Being Scale, the Zung Self-Rating Depression Scale, and the Taylor Manifest Anxiety Scale. Findings include the following: the mean number of network members for students was 7.88; a typical support network included both parents, a sibling, a close friend of either sex, or spouse; on the average, networks consisted of 17.3 percent medical students and 7.04 percent physicians (mostly faculty or house staff); students had known each network member an average of 14.11 years; and students less frequently listed faculty, administrators, clergy, or other relatives as part of their support network. Although the sample experienced a fairly high number of life event changes, overall they were feeling psychologically well, as evidenced by their good general well-being scores. The Zung scores indicated that these students were slightly more depressed than the general population, but this difference was not statistically significant. (SW)

ED 231 341 IR 010 740

Jesuale, Nancy, Ed.; Smith, Ralph Lee, Ed.
CTIC Cablebooks. Volume 1: The Community Medium.
Cable Television Information Center, Arlington, VA.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.
REPORT NO.- ISBN-0-943336-00-7
PUB DATE- 82
AVAILABLE FROM- The Cable Television Information Center, 1800 N. Kent St., Suite 1007, Arlington, VA 22209 ($18.50 per volume, $31.50 for 2-volume set (ISBN 0-943336-02-3); 20% discount for orders of 20 or more sets).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Alarm Systems; *Cable Television; Case Studies; *Community Services; Costs; *Educational Television; Electronic Equipment; Glossaries; Information Networks; *Local Government; Needs Assessment; *Program Development; Programing (Broadcast)
IDENTIFIERS- *Franchising; Local Origination; Two Way Television

The first of a two-part series, this volume addresses the broad scope of questions and issues that confront local governments when formulating or reevaluating cable policy. In 11 chapters, 14 authors present an historical perspective and discuss cable technology and state-of-the-art options: (1) "Overview of Cable TV Services and Technology," Nancy J. Jesuale and Ralph Lee Smith; (2) "Cable System Revenues and Expenses," Deborah Love-Heilig; (3) "Enhanced and Interactive Services," Janet L. Quigley; (4) "Security and Fire Alarm Services," John Mansell; (5) "Institutional Networks," Thomas E. Wolfsohn; (6) "Community Programming: Public Access and Local Origination," Susan Bednarczyk, Tom Borrup, Janet Quigley, and Margaret Shulz; (7) "Local Government Uses of Cable," John Velie; (8) "Educational Uses of Cable," Carol Brown Eilber; (9) "Health Uses of Cable," Charlotte A. Bliss; (10) "Telecommunications Needs Assessments," Harriet Moss; and (11) "Vital Links-- Interconnection of Cable Systems," Linda J. Camp. Appended materials include "Elements of Community Television Production," John Velie; "Glossary of Cable Terms," Lonni Moffet; "Bibliography," Reed Carpenter; and "Satellite Program Services" (a listing). Diagrams and tables of data are included in various chapters. (LMM)

ED 231 356 IR 050 228

The Middle School Library Media Center. Instructional Units.
Detroit Public Schools, Mich. Dept. of Curriculum Development Services.; Detroit Public Schools, Mich. Dept. of School Libraries.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Assignments; Card Catalogs; Career Planning; *Instructional Materials; Junior High Schools; Learning Resources Centers; Lesson Plans; *Library Instruction; Library Materials; *Library Skills; Pretests Posttests; *Reference Materials; *Research Skills; Search Strategies; Student Research; Units of Study
IDENTIFIERS- Dewey Decimal Classification

In an effort to provide for a smooth transition from an "open schedule" library media center to scheduled library periods, a series of 13 instructional models were developed for use in Detroit's public schools. The models provide a framework for developing a plan of sequential library instruction which can be adapted to the teaching programs of individual middle schools by their library media specialists. Twelve of the instructional models are presented in the publication; each includes lists of entry and exit skills, a unit plan, a sample daily lesson plan for one of the unit's objectives, and student activity sheets for the daily lesson plan. The 12 models cover: (1) an orientation to middle school libraries and media centers; (2) the card catalog; (3) parts and types of books; (4) the Dewey Decimal Classification system; (5) encyclopedias; (6) reference tools; (7) magazines and newspapers (8) the Reader's Guide to Periodical Literature; (9) research and reporting skills; (10) audiovisual materials and equipment; (11) career planning skills; and (12) interpretation skills. It is recommended that library media skills instruction be integrated into classroom units. An appendix contains a pretest, a posttest, and additional lessons, activities, and games for the various skill areas; a list of 16 supplementary references; and a key for the tests. (Author/ESR)

ED 231 400 IR 050 382

University of California Users Look at MELVYL: Results of a Survey of Users of the University of California Prototype Online Union Catalog. Part 1. Final Report.

California Univ., Berkeley. Systemwide Administration. Library Studies and Research Div.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 31 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Design Requirements; Library Automation; *Library Catalogs; Library Research; *Library Services; *Man Machine Systems; *Online Systems; Questionnaires; *Search Strategies; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *MELVYL; *Online Catalogs; University of California

This report addresses the objectives of a national survey of users and non-users of online catalogs (OPAC's) as they apply to MELVYL and its implementation in the University of California (UC) Libraries on nine campuses. These objectives were to collect information to enable libraries to improve implementation of support services for public access online catalogs, remove barriers to OPAC use and extend service to potential users, and to assist designers to improve system interface features. Data sources for the Public Access Project as a whole are described, though this report focuses on findings from the analysis of user questionnaires from University of California respondents and selected data from the MELVYL transaction logging subsystem. Additional sections discuss the two cycles of data collection, development and revision of the data collection process and instruments, questionnaire administration and specific sources of UC data, the use and evaluation of the online catalog, its features, and the library environment. This report results from one of five investigations of user and non-user responses to public online catalogs which used a jointly-developed survey in all the participating libraries to identify the problems experienced by catalog users and their preferences for improving the catalog, as well as barriers to catalog use for non-users. (LMM)

ED 231 429 JC 830 240

Younger, Charles; Orsak, Charles G., Jr.

Solar Energy: Codes, Legalities, Consumerism and Economics: Student Material. First Edition.

Navarro Coll., Corsicana, Tex.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Consumer Economics; *Consumer Protection; *Laws; *Power Technology; *Solar Energy; Standards; Technical Education; Two Year Colleges
IDENTIFIERS- *Solar Energy Systems

Designed for student use in "Codes, Legalities, Consumerism, and Economics," one of 11 courses in a 2-year associate degree program in solar technology, this manual provides readings, bibliographies, and illustrations for seven course modules. The manual, which corresponds to an instructor guide for the same course, contains the following modules: (1) Consumerism, which discusses the solar potential, solar consumerism, marketing, and the role of secondary sectors; (2) Economics, which considers the economic efficiency of solar energy systems, supply and demand, converting costs and savings to equivalent base, cash flow components, and cost evaluation methods; (3) Public Utility Interfacing, which looks at the role of utilities in solar energy commercialization, rates and costs, and state and federal regulations and controls; (4) Financial Issues, which covers areas such as credit, consumers' cash flow, types of loans, financial institutions, lender concerns, and government incentives; (5) Legalities, which examines legal considerations related to solar access, land use, insurance, and labor practices; (6) Building Codes, Standards, and Warranties, which discusses impediments to solar energy systems, minimum property standards, and types and legal aspects of warranties; and (7) The Contracting System, which focuses on consumer issues, contractor issues, and their interrelationship. (AYC)

ED 231 158 EC 152 603

Donahue, Mavis; Bryan, Tanis
Conversational Skills and Modeling in Learning Disabled Children.
PUB DATE- Oct 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Communication Skills; Elementary Education; *Interpersonal Competence; *Learning Disabilities; Males; *Modeling (Psychology); Self Concept; Verbal Communication

The effects of modeling on conversational skills and on metaconversational knowledge of 52 learning disabled and normally achieving boys (grades 2 to 8) were investigated. Ss listened to one of two brief audiotapes: (1) a dialogue of a child interviewer modeling open ended questions, conversational devices, and contingent comments and responses; or (2) a monologue presenting only the interviewee's responses. Each S was then videotaped interviewing a classmate. Their metaconversational knowledge was also assessed. Although the dialogue model increased LD Ss' production of open ended questions and comments, these strategies appeared more difficult for their listeners to understand and expand on. Results of metaconversational responses suggest that LD Ss are aware of their difficulties in conversational interaction. (Author/CL)

ED 231 206 FL 013 757

English Teaching Profile: Singapore.

British Council, London (England). English Language and Literature Div.

PUB DATE- Dec 81

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Bilingualism; *Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language of Instruction; Language Teachers; *Official Languages; Second Language Instruction

IDENTIFIERS- *Singapore

This profile of the English language teaching situation in Singapore examines the role of English in society and in the educational system. It is noted: (1) that English is the most important of the four official languages, (2) that education is provided in the four languages on the primary and secondary levels, and (3) that English is the medium of instruction on the university level. The number of hours allocated to English instruction, the numbers of teachers and students involved in it, various projects and government policies, and the regional English Language Centre are described. The composition of the teaching cadre is discussed. It is noted that most direct English teaching is now done by native Singaporeans and that teacher training and recruitment are government responsibility. Also discussed are English language textbook and other materials supports, English outside the educational system, and British and U.S. support for the teaching of English. (AMH)

ED 231 444 JC 830 288

Internship Handbook for International Business and Business-French

Holy Family Coll., Philadelphia, PA.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Business Administration Education; *Business Communication; Catholic Schools; Church Related Colleges; French; Higher Education; *Internship Programs; *Languages for Special Purposes; Program Descriptions
IDENTIFIERS- *International Business Education

This internship handbook for international business and business French at Holy Family College presents a rationale for internship programs, outlines program objectives and requirements, and identifies goals and objectives for student outcomes. Part I describes an internship program as a structured learning situation wherein a student applies concepts learned in a classroom to the realities of an on-the-job situation; outlines the benefits of such programs; and highlights the current relevance of international business. Part II presents program objectives and requirements, including student credit, language, and academic requirements; the placement process; employer evaluation of student interns; fees; follow-up seminars; the student orientation process; and internship opportunities in Washington, D.C. Finally, Part III indicates that the goals of the internship program are to provide students with experience in their major field, an opportunity to explore a potential career field, an understanding of the link between academic learning and practical experience, a professional identity, the ability to relate to others, a chance to assist in the growth and success of the employing company, an awareness of the business process, reinforcement of formal classroom learning, and increased motivation for further study. Appendices include a proposal for company participation in the internship program, foreign language proficiency requirements, and a sample student evaluation form. (HB)

ED 231 459 JC 830 307

Petersen, Allan L.
Course Criteria.
California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Community Colleges; *Courses; Credit Courses; *Eligibility; Evaluation Criteria; Noncredit Courses; Quality Control; *State Aid; *State Legislation; *State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

In March 1983, the Board of Governors of the California Community Colleges mandated the preparation of criteria for the identification of courses that should be ineligible for state support, in lieu of the continuation of specific course deletions. An Ad Hoc Committee on Course Criteria was formed to assist in the identification of the issues and problems involved and to arrive at recommendations. The resulting report begins by providing background on state studies defining credit and noncredit courses and the state's program classification system, legislative consideration of mandatory student fees, the Board's course deletion process, and the Committee's formation. Next, factors affecting the course criteria recommendations are specified, including the Board's desire for course classification consistency; difficulties in labelling courses "avocational" or "recreational"; the diversity of the community college mission; and the balance between state and local governance. In addition, recent educational developments related to course criteria are discussed, such as actions concerning state-supported non-credit courses, grading and course repetition policies, and the deliberations of the Academic Quality Task Force. Finally, five recommendations are provided for strengthening standards and criteria for courses, reinstating deleted courses, improving course review and approval processes, and monitoring reintroduced courses. (LL)

ED 231 473 JC 830 321

Reducing Postsecondary Vocational Student Attrition: A Handbook Including an Action Plan Model.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; *Dropout Attitudes; *Dropout Characteristics; *Dropout Research; Dropouts; Program Improvement; Questionnaires; *Research Design; School Holding Power; School Surveys; *Student Attrition; Technical Institutes; Two Year Colleges; Two Year College Students; Vocational Education; Withdrawal (Education)
IDENTIFIERS- *Mid Florida Technical Institute; *Valencia Community College FL

Based on studies of student attrition at Mid-Florida Technical Institute (MFTI) and Valencia Community College (VCC), this handbook presents an action plan model for the identification of reasons students fail to complete postsecondary vocational programs. Introductory material reviews the purpose of the handbook (i.e., to assist program administrators at school, local, and district levels in dealing with vocational student attrition), the need addressed by the MFTI and VCC studies (i.e., a 63% dropout rate in postsecondary vocational programs in Orange County), and the process used in the development of the handbook. Next, the steps involved in the action plan model are outlined, including selection of personnel to work on the project, discussion of the problem, appointment of a project facilitator, development of plans, collection of background information, preparation of the survey instrument, determination of study methodology, identification of the population to be surveyed, scheduling of interviews, selection and training of interviewers, conduct of the survey, analysis of the data, preparation and distribution of the study report, and remediation of program deficiencies. The bulk of the handbook consists of appendices which list materials used in the study and contributing institutions, contain the survey instrument, and provide MFTI and VCC student follow-up survey results and suggested actions for reducing attrition at these schools. (HB)

ED 231 501 PS 013 517

Nyi, Nyi

UNICEF and New Initiatives in Child Health and Development.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Historical Materials (060)
DESCRIPTIONS- Child Development; Developing Nations; *Health Programs; History; Nutrition; Program Descriptions; *Program Development; Sanitation; *Social Services
IDENTIFIERS- *UNICEF

The four sections of this paper outline changes in UNICEF programs from their inception in 1946 to recent initiatives circa 1983. The first section delineates shifts in program emphasis, showing how the organization's focus has moved from meeting the emergency needs of post-World War II European children toward addressing the long-term needs of children in developing countries. The second section points out further changes in program emphasis occurring generally during the period from 1961 to 1975. During that time, UNICEF attempted to to meet children's intellectual, social, and emotional needs. Simultaneously, the organization expanded its advocacy role and increased technical assistance. An attempt was made to meet essential human needs by developing a set of interrelated services, an approach known as the "Basic Services Strategy." Alternative approaches to meeting basic health needs in developing countries were also explored. Recent initiatives described in the document have been made in the following areas: (1) the subnational level, (2) urban basic services, (3) early child development, (4) women's programs, (5) basic education, (6) water and environmental sanitation, (7) nutrition, (8) essential drugs, and (9) household fuels. The fourth section delineates projects focusing on child health, including the provision of growth charts and descriptions of methods for oral rehydration therapy, universal child immunization, and the promotion of breastfeeding and appropriate weaning practices. (RH)

The Physically/Medically Handicapped Student in the Regular Classroom.
Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Accessibility (for Disabled); *Adaptive Behavior (of Disabled); Building Design; *Daily Living Skills; Guidelines; Lifting; *Mainstreaming; Media Selection; Nonverbal Communication; *Physical Disabilities; Social Integration; *Teacher Role
IDENTIFIERS- Alberta

The guide outlines modifications, adaptations, and social interaction approaches for school staff to use with physically handicapped and regular students in integrated classrooms in the province of Alberta, Canada. Guidelines are provided for the following main categories and subsets (in parentheses): lifting and transferring techniques (methods of lifting, preparation for a lift and transfer, and the standing transfer); positioning techniques (such as alternate sidelying) for the student to attain maximum potential and prevent development of deformities; activities of daily living (feeding, toileting, dressing, using mobility aids); nonverbal communication (using typewriters, writing aids, communication boards, and technical aids such as the Canon Communicator, a miniature typewriter); interaction with nonhandicapped students (using media, roles and techniques of therapists, and simulation exercises); and modifications of buildings (parking lot, walks, ramps, entrances/exits, washrooms, and classroom work surfaces). A short reference list is provided. (MC)

ED 231 296 HE 016 350

Smith, Hayden W.
A Profile of Corporate Contributions.
Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Apr 83
AVAILABLE FROM- Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- *Business; *Donors; Economic Factors; Higher Education; Income; *Industry; Organization Size (Groups); *Philanthropic Foundations; *Private Financial Support; School Business Relationship
IDENTIFIERS- *Corporate Support

The extent and distribution of charitable contributions by corporations were studied. In addition to a history of giving from 1936 to 1981, information is presented on corporate contributions in 1977 in terms of the distribution of companies (1) by size of contributions, (2) by contributions as percentage of net income, (3) by industry, and (4) by size of company as measured by total assets. Findings include the following: total corporate charitable contributions, as reported for tax purposes, rose from nearly $800 million in 1970 to about $1.8 million in 1977, but the distribution of corporations in terms of amounts and percentages of giving did not change appreciably; more than 90 percent of corporations with assets over $1 billion reported contributions; more than 80 percent of companies with $25 million or more of assets reported contributions; and the largest donors accounted for half of all contributions but only 40 percent of corporate taxable income. Appended materials include: a discussion of the quality of Internal Revenue Service contributions data; a discussion of the measurement of corporate giving as a percentage of corporate profits; and an article on a similar 1970 study entitled, "Corporate Giving Measures" by Thomas Vasquez. (SW)

ED 231 311 HE 016 375

Bates, Richard; And Others
Continuity & Change in Catholic Education: An Ethnography of Christian Brothers College. Research Monograph No. 1.
Deakin Univ., Victoria, (Australia). School of Education.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; *Catholic Schools; *Church Related Colleges; College Environment; College Faculty; Cultural Background; Educational Sociology; Ethnography; Foreign Countries; Higher Education; Influences; Institutional Characteristics; *Organizational Theories; *Religious Factors; *Sociocultural Patterns
IDENTIFIERS- *Christian Brothers College (Australia)

Four papers on an ethnographic study of Christian Brothers College (CBC) in Australia, a Catholic college, are presented. In "Christian Brothers College: A View from Overseas," Louis M. Smith discusses research methods, the religious ethos, faculty heterogeneity, diversity in classroom organization, the organizational context of the college, and the position and role of the headmaster. In "Continuity and Change in the Brothers' Educational Mission," Lawrence Angus notes that the influence of lay teachers and aging membership of the Christian Brothers is changing CBC. In "Cultural Reproduction of the Labour Market: Work-Experience at CBC," Peter E. Watkins suggests that at CBC a common cultural function was indicated where family, religion, school, and work experience cultural traits merged and coalesced. Reproduction occurred through the continual movement of students into complex organizational relationships. In "Reproduction and Contestation: Class, Religion, Gender and Control at Christian Brothers College," Richard J. Bates notes that control over administration, discipline, and curriculum was contested and a process of transformation was hastened by the increasing lay proportion of the faculty body. (SW)

ED 231 327 IR 010 714

Strategy and Implementation Paper.
Scottish Microelectronics Development Programme, Glasgow.
PUB DATE- 6 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Education; *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; *Computer Programs; Elementary Secondary Education; Higher Education; Information Services; *Material Development; *Microcomputers; Objectives; Program Development; *Program Implementation; Teacher Education
IDENTIFIERS- Scotland; *Scottish Microelectronics Develoment Programme

This report describes the progress and plans of the Scottish Microelectronics Development Programme (SMDP), which was created to stimulate the development of microcomputer software and the use of microcomputers in both curriculum and management through the loan of hardware to a selected group of projects based in schools and colleges. Included are brief descriptions of Phase 1 (1979-1980), which provided support for 68 projects and established a national hardware and software center at the SMDP base in Glasgow, and Phase 2, which emphasizes the development of educational software; a calendar of implementation to March 1981; a listing of staff and advisors; the 10 program objectives; 18 strategy statements and four operational statements; and an overview of completed, current, and proposed implementation of each of the 18 strategies with references to the projects associated with each. Appended materials contain a description of the SMDP information service; a tabular listing including the institution, project leader, microcomputer system, and subject areas of each of the 68 projects; reports on the Schools Computer Administration and Management Project (SCAMP) and the Scottish Community Education Microelectronics Project (SCEMP); and overviews of the monitoring and evaluation of projects and the programmer's involvement with working groups. (LMM)

ED 231 386 IR 050 301

Partners in Action: The Library Resource Centre in the School Curriculum.

Ontario Dept. of Education, Toronto.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Administrator Role; Change Strategies; *Curriculum Development; Elementary Secondary Education; *Learning Resources Centers; *Library Instruction; *Media Specialists; Public Schools; Resource Materials; School Libraries; Shared Services; *Teacher Role

IDENTIFIERS- *Course Integrated Library Instruction; Learning Strategies

This report focuses on resource-based learning programs and describes ways in which such programs can (1) provide for students' individual differences in learning rate and style; (2) maximize opportunities for exceptional students; and (3) familiarize students with the use of a wide range of learning materials, including modern technology. The relationship of resource-based learning to the library resource center is also described, and the role of the principal in developing programs and as a curriculum leader and change agent are examined. The roles of both the classroom teacher and the teacher-librarian in cooperatively planning, implementing, and evaluating resource-based programs are described, with emphasis placed on the need to teach students the library/learning skills required to use resources effectively in the context of classroom learning needs, not as isolated library skills lessons. The last section outlines the assistance that centralized resource services can provide at the board or district level. An annotated bibliography covers the library resource center, the teacher-librarian's role, the use of media in learning programs, learning skills, and curriculum design. Additional ministry documents and Canadian periodicals are also listed. (LMM)

ED 231 415 JC 830 151

Pearse, Carol A.; And Others
Identification and Placement of College Students in Developmental Education Programs.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Community Colleges; *Cutting Scores; *Developmental Studies Programs; *Evaluation Criteria; Quantitative Tests; Reading Tests; *Scoring Formulas; *Student Placement; Teacher Attitudes; Testing Programs; Two Year Colleges; Writing Skills
IDENTIFIERS- *Stochastic Approximation Method

In 1981, as part of its implementation of Roueche's model for developmental education, Pima Community College (PCC) initiated its first collegewide assessment and placement program. Faculty in the areas of reading, writing, and mathematics met to establish scores on which recommendations for student course placement would be based. A study was conducted to compare the teacher-recommended cutoff scores with minimum passing scores determined through the use of Dixon and Mood's stochastic approximation method. This model, termed the "Up-and-Down" method, permits the identification of a test score above which half of the examinees will be successful and below which the other half will be unsuccessful. In November 1981 and January 1982, 218 students were tested in reading, 108 in writing, and 44 in algebra. Based on data regarding students' test scores and course grades, the Dixon and Mood model was used to develop cutoff scores. A crosstabulation of cutoff scores and grades revealed the model to be 61% accurate in predicting student success in reading and 62% successful with mathematics students. The teacher-judgement and stochastic procedures yielded different cutoff scores for student placement. The study report includes a discussion of the implementation of the Roueche model at PCC, focusing on its ease of application and clear emphasis on the teacher as the key to success. (Author/LL)

ED 231 487 JC 830 338

Beavers, Jerry L.
A Study of the Correlation between English Qualifying Exam Scores and Freshman/Developmental English Grades at Wytheville Community College. Report No. 83-1.
Wytheville Community Coll., VA. Office of Institutional Research.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College English; Community Colleges; Correlation; English Instruction; *Grades (Scholastic); Instruction; *Predictive Validity; Predictor Variables; Remedial Instruction; Scores; *Screening Tests; *Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *English Qualifying Exam

In January 1982, Wytheville Community College (WCC) adopted the English Qualifying Exam (EQE) as its English placement instrument and made the exam mandatory for all students wishing to enter English 101 or 111 after the spring 1982 quarter. A study was conducted to determine the correlation between students' EQE scores and their English 101/111 grades and between EQE scores and the number of times required for WCC students to complete developmental English courses. The Statistical Analysis System was used to compute Pearson's correlation coefficients. The study revealed that there was significant correlation between EQE scores and English 101 and 111 scores, and the number of times required to complete English 01 and 08. Further research was recommended to determine whether selected data on high school transcripts had a higher degree of correlation with English course grades than the EQE scores and to test the appropriateness of current EQE cutoff scores. (AYC)

ED 231 114 EC 151 989

Eyde, Donna R.

Positive Approaches to Behavior Management: Monograph 5. Monograph Series in Behavior Disorders.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0726
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavior Disorders; *Behavior Modification; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Intervention; Modeling (Psychology); Prevention; *Psychoeducational Methods; *Reinforcement; *Self Control; Student Behavior

Prevention and problem solving approaches to behavior management in classrooms for behaviorally disordered (BD) students are reviewed. Attention is focused on positive strategies teachers can use to manage inappropriate behavior and to teach students alternative appropriate behaviors. The following components of prevention that contribute to a positive classroom atmosphere are considered: routines, rules and rewards; and signal interference, redirection, and humor. It is suggested that affective education courses can also help prevent misbehavior by increasing the student's self-management. The following techniques that can help solve behavior problems are also discussed: behavioral procedures that increase the frequency of target behaviors (positive reinforcement, "token" systems, the Premack principle); behavioral procedures that decrease the frequency of target behaviors (extinction, time out, reinforcement of an alternative incompatible behavior); and behavioral approaches that teach new behaviors (modeling, demonstration, prompting, cueing, facing, and shaping). Additional approaches are also identified: contingency contracting to allow joint problem solving for teachers and students; and situational interviewing to involve teachers and students in shared resolution of problems. It is proposed that both problem solving and prevention strategies exist along continuums of internal to external control or student centered to teacher directed. Lastly, the importance of matching techniques to students' developmental and behavioral needs and incorporating them into an overall positive management strategy is noted. (SEW)

ED 231 159 EC 152 604

Russell, Steven C.
The Communicative Competence of Learning Disabled (LD) Children: A Single-Subject Approach. Draft Copy.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Language Skills; *Learning Disabilities; *Oral Language; *Perceptual Handicaps; *Verbal Communication
IDENTIFIERS- Single Subject Designs

The study was designed to explore descriptively the differences in oral language production of three learning disabled children (8 to 9 years old) compared to normal children through observable spontaneous conversational interaction. Spontaneous language samples were videotaped and audiotaped in conversation with the experimenter, a peer, and the S's mother. Samples were evaluated in terms of linguistic maturity, syntax, semantics, and pragmatics. Contrary to the results of previous studies which have been generalized to the entire population of learning disabled children, findings suggested that auditory and visual processing deficits may contribute differentially to the oral language competence of learning disabled children. The value of single subject research methodology is emphasized. (Author/CL)

ED 231 177 EC 152 674

Videodiscs in Special Education.

Education Turnkey Systems, Inc., Falls Church, Va.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-81-0377
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Programs; Cost Effectiveness; *Disabilities; Education; *Educational Technology; Elementary Secondary Education; Federal Programs; Special Education; *Videodisc Recordings

One of four reports designed to assess the current state of new technologies, the document reviews the current and future 5-year status of videodisc technology in special and regular education. Described first are the history, technological features, and prices of videodisc systems (which consist of a player, programing material stored on a disc, and a video monitor or television receiver). Discussed relative to general education use are: potential applications, flexibility of systems, and five categories of use (source of teacher inservice materials, source of visual reference materials, source of instructional programing, source of presentations to supplement teacher's academic training, and part of an information storage and retrieval system); software development by seven projects of universities; and trends (such as increase in sales when the hardware/software relationship improves). Special education is seen as having an enormous potential for use of videodiscs due to capabilities for ease of use, single-concept presentation to individual students, inservice training, and information storage and retrieval. Noted are current development activities by five government sponsored projects, including the Media Development Project for the Hearing Impaired at the University of Nebraska. Among factors described as affecting use are drawbacks in current hardware technology, lack of software, and need for training teachers. The summary synthesizes content of the document and highlights current hardware/software capability and price deterrents. (MC)

ED 231 192 FL 013 736

English Teaching Profile: Colombia.
British Council, London (England). English Language and Literature Div.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Colombia

This profile of the English language teaching situation in Colombia discusses the role of English in the educational system and in Colombian society. The status of English as the country's first foreign language is examined. It is noted that because Spanish is sufficient for most needs and because there is a relatively small number of Colombians who are proficient in English, it is not accorded great priority in educational systems. The new English syllabus released in 1979 is described, and the use of English in the educational system from secondary school through the university level is examined. Also discussed are (1) the status of teacher training; (2) materials support; (3) the development of the educational system and its current objectives; (4) English outside the education system, especially commercially offered courses; (5) British and American support services; (6) commercial opportunities for books and audio materials; and (7) current research. A concluding general statement notes that English is recognized as an indispensable tool for business and advanced studies, and that attention to learners needs, a new curriculum, and the need for better teacher education are being considered. A bibliography is included. (AMH)

ED 231 222 FL 013 781

Noah, Harold J.
Educational Policy for Linguistic and Cultural Minorities: The State and the Individual.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bilingual Education Programs; *Civil Rights; Economically Disadvantaged; Economics; *Educational Policy; *Immigrants; *Language Planning; *Minority Groups; Multicultural Education; Native Language Instruction; *Social Support Groups

The problem of educational policy for language minorities, particularly those minorities who might be considered oppressed, include the right to education in the minority language. Rights properly considered also carry with them obligations; in this case, minority language speakers would have obligations toward the language of the majority. Two considerations in the area of minority and majority claims and counterclaims relate to economics and to the concept of "mediating structures." Economic considerations relate to the costs and benefits of different policies, as evaluated by the different language groups. These evaluations affect the extent to which formally enunciated rights and obligations are honored in practice. With regard to policy, its aim should be to minimize the perceived costs of a pluralistic approach and to maximize the perceived benefits to all concerned. The second set of considerations on "mediating structures" is shown to be relevant for policies governing the education of language minorities. The controlling aim should be to enable the minority family and its children to negotiate the "megastructures" of society. The mediating structures--neighborhoods, churches, voluntary associations, and the like--would assist the families in the negotiation. (Author/AMH)

ED 231 252 HE 015 722

Burke, Colin B.
American Collegiate Populations: A Test of the Traditional View.
REPORT NO.- ISBN-0-8147-1038-7
PUB DATE- 18 Oct 82
AVAILABLE FROM- Columbia University Press, 562 West 113th Street, New York, NY 10025.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTIONS- *Career Choice; College Attendance; *Educational History; Education Work Relationship; *Enrollment Trends; Geographic Regions; *Higher Education; *Institutional Characteristics; *Student Characteristics

A new perspective on American colleges and universities in the nineteenth century is presented. Attention is directed to denominational colleges, colleges by region, and student groups, including such issues as who attended college, enrollments, student age at college entrance, geographic origins, parental occupations, subsequent careers, and professional choices. The focus is upon the presentation of new facts in comparison to the series used in the established historigraphy. Two reference works are critiqued: Bailey Burritt's "Professional Distribution of College and University Graduates" (1912), and Donald G. Tewksbury's "American Colleges and Universities Before the Civil War" (1932). The antebellum experience is placed in perspective by reexamining post-Civil War American higher education. It is suggested that viewing the colleges in the context of a longer time span and in the social and economic conditions of the antebellum period leads to an understanding of the constraints of educational change and the evolutionary rather than the revolutionary character of education after the Civil War. Appendix A alphabetically lists and briefly describes schools in operation during 1800-1860, while appendix B contains the names and very brief notes on noncollegiate institutions during the same period. (SW)

ED 231 267 HE 016 253

Ediger, Marlow
Criteria in the Higher Education Curriculum.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Advisory Committees; *College Curriculum; Course Descriptions; Educational Objectives; *Evaluation Criteria; *General Education; Higher Education; Prerequisites; *Professional Education; *Required Courses

Guidelines for the higher education curriculum are presented, with attention directed to prerequisite courses, general education, educational objectives, criteria for selecting staff to monitor required courses, and professional education. Two specific concerns are the need to provide specific and well-written course descriptions in the general catalog, and to substantiate whether a course requiring a prerequisite is actually sequential. General education, which provides essential subject matter, precedes the selection of specialized courses within a degree program. Each college/university needs to have clearly written statements pertaining to general education. From the philosophy on general education, specific objectives for students need to be developed cooperatively by faculty members and administrators. Ten criteria are proposed for selecting academic deans and faculty members who will serve on a general education council for the purpose of monitoring required courses. Six criteria for professional education courses are specified, and three descriptions of general education are also presented. (SW)

ED 231 282 HE 016 268

Johnson, Deborah Hazel; And Others
Report of the Withdrawal Office: The Who, When, Why, and How of Withdrawal at University of Maryland, Baltimore County, Spring Semester 1981. Research Report #3.
Maryland Univ., Catonsville, Baltimore County. Office of Vice Chancellor for Student Affairs.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Dropout Attitudes; *Dropout Characteristics; Higher Education; Institutional Research; Office Management; *Program Evaluation; *Student Attrition; *Student Personnel Services; *Withdrawal (Education)
IDENTIFIERS- *University of Maryland Baltimore County

The results of the first semester's work of the Withdrawal Office of the University of Maryland, Baltimore County, are presented in four reports. A brief historical overview and introduction by Deborah Hazel Johnson describes the objectives of implementing a withdrawal procedure, the purposes of the Withdrawal Office, and procedures that were used to collect information on withdrawing students. Three study approaches were as follows: completion of questionnaires by withdrawing students; completion of questionnaires by interviewers who counseled withdrawing students; and evaluation of the Withdrawal Office, including analysis of contact reports, time usage, and outcomes for students as revealed by followup studies. In "Characteristics of Withdrawing Students," Samuel A. Gordon and Deborah Hazel Johnson provide data on the types of withdrawing students and their stated reasons for withdrawing. In "Student and Interviewer Perceptions of Withdrawal," Mary Susege and Johnson consider the relationships between these students' self-perceptions and the perceptions of them by the withdrawal interviewers. In the final report, "Evaluation of the Withdrawal Office for Spring 1981," Kim Daubman and Johnson evaluate the Withdrawal Office on several dimensions. Highlights of study findings as well as student and interviewer questionnaires are included. (SW)

ED 231 342 IR 010 741

Jesuale, Nancy, Ed.; And Others
CTIC Cablebooks. Volume 2: A Guide for Local Policy.
Cable Television Information Center, Arlington, VA.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.
REPORT NO.- ISBN-0-943336-01-5
PUB DATE- 82
AVAILABLE FROM- The Cable Television Information Center, 1800 N. Kent St., Suite 1007, Arlington, VA 22209 ($18.50 per volume, $31.50, per 2-volume set (ISBN 0-943336-02-3); 20% discount for orders of 20 sets or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrative Policy; *Cable Television; Case Studies; Community Programs; Consumer Protection; Costs; *Government Role; *Local Government; Organizations (Groups); *Policy Formation; Public Policy; *State Government
IDENTIFIERS- Antitrust Laws; Congress; Federal Communications Commission; *Franchising; Ordinances; Public Access

The second in a two-part series, this volume presents 13 chapters discussing many of the most pressing cable policy issues facing local government, describing alternative policy options, and suggesting regulatory procedures successfully used by decision makers in the United States. Topics covered are (1) "The Rationale for Regulation," Bruce Jacobs, Nicholas P. Miller, and W. Randolf Young; (2) "State Regulation--A Current Review," Sharon A. Briley; (3) "The Franchising Process," David Owen Korte; (4) "The Cable Television Ordinance," David Owen Korte and Merry Sue Smoller; (5) "Overbuilds and Districting," John Mansell; (6) "Public Ownership of Cable," Jean Rice with "Public Ownership Models," John Mansell; (7) "Rate Regulation," Deborah Love-Heilig; (8) "Franchise Enforcement and Administration," Nancy J. Jesuale and Merry Sue Smoller; (9) "Renegotiation of Cable Television Franchises," Nancy J. Jesuale; (10) "Noncommercial Access to Cable," Nancy J. Jesuale; (11) "Leased Access to Cable," Howard J. Gan; (12) "Antitrust Issues in Cable," Howard J. Gan; and (13) "Consumer Issues in Cable," Bruce Jacobs. Appended materials include: "Actors in the Industry," Joseph W. Waz, Jr; and "Index of State Franchising Statutes," Sharon A. Briley. (LMM)

ED 231 372 IR 050 246

Clark, Sharon E.; Lenzini, Rebecca T.
AACR2 Impact and OCLC Cataloging.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cataloging; *Change Strategies; *College Libraries; Flow Charts; Higher Education; Information Networks; *Library Technical Processes; Productivity; Records (Forms)
IDENTIFIERS- *Anglo American Cataloging Rules; Library Statistics; OCLC; *University of Illinois Urbana Champaign

This paper analyzes the impact of adopting the Anglo-American Cataloging Rules, second edition (AACR2), upon cataloging at the library of the University of Illinois at Urbana-Champaign. The staffing and workflow of the OCLC unit which incorporated AACR2 is described and figures are reported on the effects of AACR2 application as measured on the use of OCLC data. It is reported that, even prior to the AACR2 conversion of the entire OCLC database in December 1980, the changes in cataloging could be absorbed without losses in production at Urbana-Champaign. A study of the changes made to OCLC monographic copy over a 2-month period in 1980 is described, illustrating the generally low percentage of change, and within that percentage, the high number of changes which were not substantial but dealt only with form. A flow chart for OCLC copy cataloging at Urbana-Champaign, a sample AACR2 impact log, and a graph showing production figures for OCLC monographic cataloging from May 1979 to May 1981 are provided, as well as tables showing the number of changes per field in headings used for personal names, corporate names, conferences and meetings, and series. (Author/ESR)

ED 231 430 JC 830 242

Chausow, Hymen M.; Barshis, Don

A Developmental Education Program: An Experiment and Revised Guidelines for Academic Year 1983 Developmental Education Program.

Chicago City Colleges, IL. Center for the Improvement of Teaching and Learning.

PUB DATE- 24 May 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Academic Achievement; *Academic Advising; Academic Probation; Academic Standards; Community Colleges; *Developmental Studies Programs; *High Risk Students; Remedial Programs; Student Financial Aid; *Student Personnel Services; Two Year Colleges

These two papers describe the City Colleges of Chicago's (CCC's) efforts to improve their developmental programs and services. First, a series of experimental programs designed to improve students' basic skills are outlined, including: (1) programs leading to a high school diploma and subsequent CCC enrollment offered by the Chicago Urban Skills Institute; (2) the provision of support services for students in regular courses who have reading scores within two grade levels of college program requirements; and (3) three separate special developmental programs for students reading below the 10th, 7th, and 4th grade levels. Following information on the CCC's computerized student records system and financial aid policies for students enrolled in developmental education programs, fall 1983 activities are specified and their continuation justified. These activities include a summer orientation, counseling, and assistance program; early intervention and advisement procedures; a mid-term evaluation system; and an academic warning system for students below the required minimum for academic progress. The second paper sets forth a revised set of guidelines for the 1983-84 academic year for CCC's developmental education program, which attempts to establish common program elements for developmental efforts during the period, direct data gathering activities, and identify problem areas that need correction. (HB)

ED 231 101 EC 151 976

Warren, Steven F.; Rogers-Warren, Ann
Language Acquisition Patterns in Normal and Handicapped Children.
Kansas Univ., Lawrence. Early Childhood Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-77-0308 children show less
AVAILABLE FROM- Kansas Early Childhood Institute, 130 Haworth, University of Kansas, Lawrence, KS 66045.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Child Development; *Delayed Speech; Disabilities; Exceptional Child Research; Infants; *Language Acquisition; *Mothers; Multiple Disabilities; *Parent Child Relationship; *Speech Communication; Young Children

Delayed language development is compared to normal development along six basic parameters, and the problem of language delay among handicapped children is addressed. Interaction characteristics that occur at an early stage between the mother and handicapped child are also reviewed, along with the way parents tend to compensate for their child's language learning impairments. In addition, the research on the mother-child interaction is summarized, and basic implications for future research and remediation efforts are outlined. The six parameters of language development are as follows: (1) pragmatic development; (2) attention, discrimination, and cognitive development; (3) vocabulary; (4) syntactic and semantic development; (5) peer interaction; and (6) rate and frequency of use. It is concluded that interventions designed to compensate for the dysfunctional nature of early dyadic interaction may have significant remedial potential. It is suggested that if dysfunctional aspects of interactions between handicapped children and their caregivers can be identified, then therapeutic changes might be made early in the parent-child relationship to facilitate communication development. Attention is also directed to the finding that normal and delayed infants behave similarly untl about 12 months, after which lower functioning children show less differentiation between their mothers' vocalizing and not vocalizing than the higher functioning children. A list of approximately 45 references is appended. (SEW)

ED 231 130 EC 152 505

The Hearing Impaired Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Deafness; Early Childhood Education; Elementary Secondary Education; Guidelines; Handicap Identification; *Hearing Impairments; Intervention; Language Skills; *Mainstreaming; Parent Participation; Reading Skills; Sensory Aids; Speech Skills; *Teacher Role; *Teaching Methods
IDENTIFIERS- Alberta

The guide provides strategies for teachers to use with deaf and hearing impaired (HI) students in regular classrooms in the province of Alberta, Canada. An introductory section includes symptoms of a suspected hearing loss and a sample audiogram to aid teachers in recognizing the problem. Ways to meet special needs at different age levels are described relative to early intervention, preschool through high school levels, parental involvement, safety, and physical education. To assist HI students who have language and speech difficulties, suggestions are given in the areas of vocabulary; syntax, such as written language, reading, phonics, oral reading, comprehension, written directions, and speechreading; and in the use of visual aids. Basic strategies for assisting HI students in any classroom are listed according to the following main categories (sample strategies are in parentheses): hearing (check amplification system daily); speechreading (teachers should speak clearly at moderate speed); conservation comprehension (use blackboard outlines in lecture class); speech (write new words phonetically on overhead projector); audiovisual aids (student reads summary before narration of unseen speaker); buddy system (hearing-buddy can provide copy of class notes); and testing (use test normed on a like population). Included are a glossary of 16 terms and instructions for repairing hearing aids. (MC)

ED 231 144 EC 152 521

Metcalf, Faith; Feldman, David

The Effects of Cooperative Change Planning in a Reward and Response Cost Token System on the Disruptive Behavior of an Elementary EMH Class.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Problems; *Classroom Techniques; *Contingency Management; Elementary Education; Intervention; *Mild Mental Retardation; Program Development; Student Behavior; Student Participation; Time on Task; *Token Economy

Joint teacher and student development of a contingency management plan to help control disruptive behavior was explored with a class of 13 mildly mentally retarded elementary school children after several less extensive teacher directed contingencies were unsuccessful. All students in the self contained classroom had extensive school histories of various types of disruptive behavior, ranging from loud crying to theft and frequent fights. Five behaviors were identified as disruptive: out of seat behavior, off academic task behavior, throwing objects, name calling, and fighting. Attending behaviors, which were rewarded, were also distinguished: ontask behavior, finishing assignment, correcting assignment, ontime behavior, helping behavior, and listening. Group behavioral standards were applied to individual students, and tokens were dispensed and response costs were collected from the individual students. Through group discussions, students defined the target behaviors, wrote class rules, and planned the token system, with the assistance of the teacher. Baseline observation began 6 days before the intervention was started, and a return to baseline was made after 21 days of intervention. The overall mean number of disruptive incidents fell 60 percent from the first baseline as a result of the intervention, but rose 14 percent upon return to baseline. It is suggested that the role of the intervention should be further clarified by a research design including a longer return to baseline, and possibly a pretest-posttest control group. (SEW)

ED 231 207 FL 013 758

English Teaching Profile: Mexico.
British Council, London (England). English Language and Literature Div.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; *Second Language Instruction; Spanish Speaking; Teacher Education
IDENTIFIERS- *Mexico

This profile of the English language teaching situation in Mexico examines the role of English in society and in the educational system. It is noted that the extent to which English is used in Mexico is affected by the country's proximity to the United States. The educational system is described, with emphasis on English instruction which begins in secondary school. It is noted that the status of English is the most encouraging at the tertiary level. The composition of the teaching cadre is discussed as well as teacher qualifications, certification, and the problem of providing enough teachers for the ever increasing number of students. Also discussed are the availability of English language textbooks, English teaching in the private sector, the extent of British support for the teaching of English, U.S. support, and the status of current research. The concluding general statement provides a detailed outline of the strengths and weaknesses of the present English language teaching siuation. Appended is information on the status of English literature and British Council involvement in English literature programs. (AMH)

ED 231 237 FL 013 800

Burt, Andy; And Others
Immersion francaise precoce: Francais 6 (Early French Immersion: French 6)
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Educational Objectives; Elementary Education; *French; *Grade 6; *Immersion Programs; Instructional Materials; Intermediate Grades; *Language Skills; Lesson Plans; Listening Skills; Reading Instruction; *Second Language Instruction; Speech Skills; Testing; Writing Instruction
IDENTIFIERS- *British Columbia

This manual for sixth grade French instruction accompanies the early French immersion program. It is based on general and specific learning objectives and addresses the four language skills the child needs to develop. The introduction to the manual provides an overview of the program for the middle grades and learning objectives for the four language skills for grades 1-7. The lessons are divided into four sections: (1) listening, with the goal of developing the ability to listen to and grasp the thoughts of others, and to judge the form and content of a message; (2) speaking, with the goal of developing the ability to use correctly the French language; (3) reading, with the goal of developing the ability to read easily certain texts, as well as developing a taste for reading; and (4) writing, with the goal of developing the ability to communicate in writing and to write a message clearly and correctly. In addition to these general objectives, each lesson provides specific objectives for the teacher, learning objectives for the student, suggested class activities and lesson content, instructional materials, evaluation procedures, and references. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

Hill, Malcolm D.

Some Factors Affecting the Job Satisfaction of Academic Women.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Comparative Analysis; Educational Sociology; Higher Education; *Job Satisfaction; *Males; *Sex Differences; *Teacher Attitudes; Teacher Characteristics; *Women Faculty

Job satisfaction of 752 male and 195 female faculty in 16 Pennsylvania colleges and unviersities was studied. Job satisfaction was measured by a 45-item inventory, and factor analysis of the inventory revealed the following components of job satisfaction: (1) teaching, (2) recognition-support, (3) convenience, (4) economic, (5) administrative, and (6) associational. Further analysis indicated that the first three facets represented an intrinsic dimension and the last three represented an extrinsic dimension. A stepwise regression analysis was run for each sex on the two dimensions of job satisfaction to assess the predictive strength of various background items and to determine whether the two sexes differ with respect to the kinds of influences that affect their job satisfaction. Little difference in job satisfaction was found between the sexes, although there were indications that differences in sex may affect the kinds of expectations that a person has about work in academia. Dissatisfaction with work was greater among younger faculty, those in the lower academic ranks, and those who teach in the humanities and social and behavioral sciences. An outline including subcategories of the six job satisfaction factors is appended. (SW)

ED 231 312 HE 016 380

On Campus with Women.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- 83

AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R. Street, N.W., Washington, DC 20009.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Affirmative Action; Blacks; College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; *Nontraditional Occupations; Personnel Policy; Salaries; *Sex Discrimination; *Sexual Harassment; Women Faculty; *Womens Education; Womens Studies

Developments in education, employment, and the courts concerning the status of women are covered in this newsletter issue. Topics include the following: the scope of Title IX of the Education Amendments of 1972, which bars sex bias in educational programs or activities receiving direct federal funds; sex discrimination suits brought by women faculty against colleges; an annotated bibliography on sexual harassment in education; a book on how to publish women's studies materials in language and literature; the salary differential between men and women; administrative career patterns in higher education; changing attitudes toward marriage and single life; the experiences of Black women and resource guides on Native American women; a court decision in which women athletes obtained relief and damages; a handbook for job seekers, job changers, reentry women, and displaced homemakers; the special problems of disabled women; the causes of women's poverty; current issues and programs relevant to midlife and older women; women in science and math; computer camps for high school girls and adults; a publication on the philosophy of women's education from Ancient Greece through the nineteenth century; and an editorial about whether young women's goals are realistic. (SW)

ED 231 357 IR 050 230

Willison, I. R.
On the History of Libraries and Scholarship. The Center for the Book Viewpoint Series No. 4.

Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0349-0
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *History; *Libraries; *Scholarship; Western Civilization

There are signs that research into the history of libraries and research into the history of scholarship in the West are coming to be conceived as parts of a common enterprise. Generally this combined history can be summarized in terms of two great climacterics: the founding of the Museum and Library of Alexandria; and the refounding, in 1737 at the new Gottingen University, of the encyclopedic research library. This history has three constant and interlinked features: (1) the all-embracing yet dependent nature of the world of books considered as instruments for the attainment of absolute knowledge; (2) the interdependence of the world of libraries and scholarship and the world of politics, administration, and patronage; and (3) the link between the faltering of external support for libraries and scholarship and their internal loss of morale. A consideration of the current state of libraries and scholarship helps to validate this schematism. The way ahead for libraries may lie through the interaction between a constantly enlarging encyclopedic enterprise and a constantly enlarging critical reading public. A brief description of the Center for the Book in the Library of Congress prefaces the pamphlet. (ESR)

Canzler, Lillian
A Program for the Preparation and Certification of School Administrators. Program E--Learning Resource Specialist. In Compliance with Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to Certification of School Professional Personnel.
Central Washington Univ., Ellensburg.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrators; *Certification; Check Lists; *Competence; Educational Certificates; Elementary Education; *Evaluation Criteria; Internship Programs; *Media Specialists; Public Schools; School Districts
IDENTIFIERS- *Washington

The initial and continuing competencies needed by a district-level administrator in educational media or learning resources are outlined. An introductory discussion covers internship program procedures, supervision and evaluation, record keeping and reports, and competencies and skills. Competencies are then defined, the use of the format is explained, and the program philosophy, evaluation, and attitudes are briefly mentioned. For the listings of initial and continuing competencies, a checklist format is used with pages organized according to competency category, level, performance criteria, competencies (knowledge, skills, and attitudes), and assessed behaviors leading to competencies. A column for courses and field experiences provides space to indicate attainment of the competencies. Specific initial-level competencies are suggested for socio-cultural-economic differences and human relationships, communication and consultation, exceptionality, school law, professionalism, knowledge of the K-12 educational setting, knowledge of field of specialization, personnel management, financial management, and staff development. Finally, a listing is provided of continuing level competencies related to staff development and supervision, professional development and scholarship, research and evaluation, referral agencies, resource personnel, and knowledge of an alternate grade level. An eight-page bibliography is included. (LMM)

ED 231 401 IR 050 383

Larson, Ray R.
Users Look at Online Catalogs. Part 2: Interacting with Online Catalogs. Final Report.
California Univ., Berkeley. Systemwide Administration. Library Studies and Research Div.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 29 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Data Collection; Design Requirements; Library Automation; *Library Catalogs; Library Research; *Man Machine Systems; *Online Systems; *Research Methodology; *Search Strategies; Use Studies
IDENTIFIERS- Library Users; *Online Catalogs; *Transaction Log Analysis

This report focuses on a discussion of findings from analyses of computer transaction logs contributed by four of the online catalog systems used in the Public Access Project. It supplements the analyses of User and Non-User Questionnaires by providing analyses of data from the systems themselves. The four systems contributing data to this analysis were (1) MUMS/SCORPIO, two related systems used at the Library of Congress; (2) LUIS, the Northwestern University public access system; (3) ULISYS (Universal Library Systems), a turnkey vendor system at the West Valley Community College District; and (4) MELVYL, the prototype online union catalog of the University of California. The contents of the four transaction logs are described in detail and samples are provided. For each system the analysis includes the relative use of system commands and access points, tables of transactions, transitions from one command to another, and measures of the complexity of actual searches conducted by users. Use of commands is analyzed both in raw form and by generic type of command. Transaction logs for each system are appended. (Author/LMM)

ED 231 445 JC 830 289

Ray, Harold S.
Computer Managed Instruction (CMI) and Student Motivation.
PUB DATE- 23 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Computer Managed Instruction; Independent Study; *Military Schools; *Motivation Techniques; Reinforcement; *Student Motivation; Two Year Colleges

In spring 1983, a study was conducted at a military school to analyze motivation in four self-paced computer-managed instruction (CMI) courses, in which a computer was used to predict time for course completion, guide students, monitor their progress, assign tests, and grade results. In the two classes serving as control groups, no additional motivational stimuli were applied other than standard incentive days off. In the two experimental classes, specific motivational stimuli were applied through classroom postings naming students who had improved and accompanying public praise. Progress, learning rate, and progress rate statistics were compared for all four classes at 2-week intervals. Study findings showed that although all four classes began with statistics near or worse than the school average the two experimental classes showed improvement shortly after the motivational stimuli were introduced and that they achieved and maintained better than average learning and progress rates throughout the 8-week research period. In contrast, the two control groups statistics were sporadic and overall remained worse than the school average. Based on study findings, it was recommended that statistics of student progress be provided to instructors on a daily basis, that further research on student motivation be undertaken, and that performance praise be integrated into CMI. (LL)

ED 231 460 JC 830 308

Self, Charles C.

An Overview of Educational Technologies and Implications for Staff Development at the Community College Level.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Problems; Adoption (Ideas); College Faculty; *Community Colleges; Computer Assisted Instruction; *Educational Innovation; *Educational Technology; Educational Television; Faculty Development; Program Implementation; *Teacher Role; Telecourses; Two Year Colleges
IDENTIFIERS- *Distance Education

The need for and uses of high technology delivery systems in education are discussed in this paper with respect to the community college level. After part I introduces the topic, part II links the need for new technology in education to the change in the nature of knowledge from a small, relatively static corpus to a large and continually changing one, and to the shifts in the age distribution in the population, which has resulted in increasing numbers of older students interested in lifelong learning and education outside of the traditional school setting. Part III considers the value of distance education, demonstrating its responsiveness to problems such as access, fear of returning to class, cost, student recruitment, and limited resources. Part IV reviews selected distance education technologies, including public broadcasting television, instructional television fixed services, cable television, video cassettes, video discs, teleconferencing, computer-assisted instruction, and data-based instruction. Each technology is considered in terms of its advantages, disadvantages, and uses. Part V analyzes difficulties in implementing these delivery systems, listing start-up costs, lack of faculty time and experience, and resistance on the part of the target group as the primary obstacles to be overcome. Finally, Part VI proposes the retraining of liberal arts faculty in community colleges as a key strategy in overcoming the obstacles related to the implementation of distance education technologies. (LL)

ED 231 488 JC 830 339

Beavers, Jerry L.
A Study of the Correlation of Selected Data on High School Transcripts, English Qualifying Exam Scores, and Subsequent Freshman/Developmental English Grades at Wytheville Community College. Report No. 83-2.
Wytheville Community Coll., VA. Office of Institutional Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143).
DESCRIPTIONS- *College English; Community Colleges; *Cutting Scores; Developmental Studies Programs; English Instruction; *Grades (Scholastic); *Predictive Validity; Predictor Variables; *Screening Tests; *Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *English Qualifying Exam

In January 1982, Wytheville Community College (WCC) adopted the English Qualifying Exam (EQE) as a mandatory placement test for all students wishing to enter English 101 or 111 (two first-quarter, college-level courses). Although the EQE proved suitable for placing students and predicting the number of quarters that would be required to complete developmental coursework, many students resented having to take the exam and its administration required a great deal of staff time. A study was conducted to determine if there were data on high school transcripts that would have a higher degree of correlation with English 101 and 111 grades and/or with the number of times required to complete developmental courses than the EQE scores. The Statistical Analysis System was used to determine the degree of correlation of EQE scores; 12th grade English grades; Science Research Associates (SRA) Assessment Survey composite, reading, and language arts scores; and grades received for English 101 and 111 or the number of times required to complete the developmental courses. The study revealed that SRA language arts and composite scores had a higher degree of correlation with English 101 and 111 grades than did EQE scores. Based on the findings, changes were recommended in testing requirements, and cutoff scores for placement in English 101 and 111 were determined for the SRA and EQE. (AYC)

ED 231 502 PS 013 563

Porter, Robin

Development of an Observational Scale to Measure Social Competence in Young Children.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Rating Scales; *Classroom Observation Techniques; Foreign Countries; *Interpersonal Competence; *Kindergarten Children; Primary Education; *Social Behavior; *Test Construction
IDENTIFIERS- Australia; *Time Sampling

An observational instrument was developed to measure social competence in kindergarten classrooms. Social competence was specified in terms of four broad behavioral categories: obedience, cooperation, interaction, and autonomy. Each category was further particularized in terms of observable behaviors. Initial 5-minute observations using the instrument were conducted in kindergarten classes; a coding sheet listing broad and specific behavioral categories was employed. Revisions of the original coding sheet included the addition of the category "aggression" and related behavioral subcategories, reduction of the time unit to 2 minutes, and provision of a way to indicate behavioral appropriateness or inappropriateness. The behavior of subjects engaged in different activities was to be observed on six occasions and coded on the new sheet. Tests of interrater reliability and a pilot study were conducted. The latter involved 52 children from three kindergarten classes in a lower-middle-class Sydney suburb. Data, collected at the beginning and end of the school year, were reduced so that scores for each subject could be computed on each competency: obedience, cooperation, positive interaction, autonomy, and negative interaction. Discrete scores were then converted to continuous dichotomies. Results indicated a statistically significant change in autonomy over the year. Statistically nonsignificant changes in the other four competencies were also evident. (The scale and guidelines for using the instrument are appended.) (RH)

ED 231 160 EC 152 605

Nemeth, Cheryl; Del Rogers, James
Analysis of the Consumer Needs of Disabled Persons.
San Diego County Dept. of Education, Calif.
SPONS. AGENCY- Office of Consumer's Education (ED), Washington, DC.
PUB DATE- Oct 81
CONTRACT- 564AH0071
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Accessibility (for Disabled); Adolescents; Adults; *Consumer Education; County Programs; Daily Living Skills; *Needs Assessment; *Normalization (Handicapped); *Physical Disabilities; *Surveys; Young Adults
IDENTIFIERS- California (San Diego)

The report presents results and analyses of a 38 question needs assessment survey of 431 physically disabled (PD) and 228 able bodied (AB) respondents, ages 15 to 60, to determine problems the disabled experience in the marketplace. The report is the product of a 3 stage county educational program (San Diego, California) to increase marketplace independence of PD students. Described are survey development by a committee including disabled consumers and teachers of the disabled, and disseminaton through "Mainstream Magazine" and agencies providing services for handicapped students at four local institutions of higher education. Results are given for the following three sections of the survey: (1) general background information, (2) consumer habits, and (3) areas of economic interest to consumers. Among major findings are: (1) the median income for the PD is $16,243 less per year than that for the AB; (2) friends and family usually find homes for the PD; (3) 62 percent of the PD use a private vehicle and 30 percent have limited mobility due to inaccessible public transportation; and (4) a greater proportion of PD than AB receive government assistance. Coupled with major findings are 20 recommendations for inclusion in the curriculum on consumer education for the PD including ways to find housing, ways to increase participation in activities outside the home, and information on acquiring attendant care. The survey form is attached. (MC)

ED 231 268 HE 016 254

Waggaman, John S.
A Program Evaluation of the Department Chairpersons Project Sponsored by the W. K. Kellogg Foundation and the State University System of Florida, 1977-1981.
Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Responsibility; *Change Strategies; Deans; *Department Heads; Educational Change; Higher Education; *Management Development; Models; *Problem Solving; Professional Continuing Education; *Program Development; *Program Evaluation; Training Objectives; Workshops
IDENTIFIERS- BBB21419

The design and results of a program evaluation of the Department Chairpersons Project in Florida are examined. The objective of the 1982 project was to design and test a model for planned change in higher education using Florida's university chairs. After presenting the history of the project, the following major project goals are described: development and testing of a model training program which focuses on problem solving, and institutionalization of the project. In addition, 13 issues pertinent to the program design are addressed, along with the following: perceptions of the program by the deans who attended one or two workshops, the reactions of chairperson participants and the extent to which they were able to make the changes they contemplated at the end of each workshop, informal benefits of the program, unexpected insights, problems of instituting change, and the contribution of the workshop for solving problems noted by participants. Finally, dean and chairperson questionnaires and response data are included. Additional areas covered by the questionnaires include individual background information, and the time allocation for, and importance of, chairpersons' activities. (SW)

ED 231 328 IR 010 725

Corder-Bolz, Charles R.
Family Educational Use of Television. Final Report. Revised.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Broadcast Television; Children; Educational Television; *Family Life; Interviews; Observation; *Parent Role; Questionnaires; *Research Methodology; Television Research; *Television Viewing; *Use Studies

Using a new telephone-observation methodology which permitted low-cost observation of home television viewing behaviors, this study examined how families use home television, parental involvement in their children's television viewing, and families' educational use of home television. Following initial calls to 2,922 household phones, a total of 490 families with school-age children at home were identified. Findings indicate that in families with young children, parents view television with their children about half of the time during evening hours; however, family conversations concerning the viewing occur only about 10% of the time. Only about 8% of the families studied watch television programs for educational purposes, and more than half of the parents do not think their children learn from television programs. Family parameters, home environment, child parameters (e.g., age) appear to influence family usage of television, while the number of parents present in the family does not. Appendices to this report include data gathering instruments, 1981 spring telephone survey results, and tables displaying results of special analyses of the data. (LMM)

ED 231 373 IR 050 247

Westerman, Mel; Wright, Carol
Aids to Research for Library Faculty at the Pennsylvania State University.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Academic Libraries; Annotated Bibliographies; *Educational Research; *Grants; Grantsmanship; Higher Education; Librarians; *Library Research; Proposal Writing; Publishing Industry; *Research Methodology; Research Opportunities; Research Projects; Research Proposals; *Research Reports; Research Skills
IDENTIFIERS- Pennsylvania State University

Compiled to assist librarians at Pennsylvania State University in conducting research projects and preparing research and grant proposals, this annotated bibliography is divided into three sections: performing research, funding research, and publishing research. Books, journals, articles, directories, online databases, and guides to the literature are included, as well as organizational resources within and outside Penn State University. A Library of Congress classification number is provided for locating--at Penn State--all the printed sources listed. It is suggested that the bibliography would be of interest to academic librarians preparing for promotion and/or tenure. (Author/ESR)

ED 231 416 JC 830 164

Augenblick, John
Financing Community Colleges: An Examination of the State and Local Roles. Papers in Education Finance, No. 2.
Education Commission of the States, Denver, Colo. Education Finance Center.
PUB DATE- Jan 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; Educational Finance; Federal Aid; *Financial Problems; *Financial Support; *Full State Funding; Income; Property Taxes; *State Aid; State School District Relationship; Student Costs; Tuition; Two Year Colleges

Drawing from the literature on the financing of community colleges, this paper discusses problems associated with state community college funding and examines the relationships that arise between the state, local community college districts, and students when each is an important source of revenue to the community college. In the first section, issues related to intergovernmental fiscal policy, the development of systems of community college financing, and the current status of state finance systems are reviewed. Next, problems in the funding of community colleges are highlighted, including the isolation of community college funding from the funding of other educational institutions in many states; lower levels of state support for community colleges compared to other postsecondary institutions; the inequity that arises when appropriations to colleges are derived from local property taxes; and the fact that tuitions can vary more widely among community college districts than median family incomes. The next section presents an empirical analysis of community college finance in Illinois for 1975-76, which concentrates on the question of the equity of basing the distribution of state aid to community colleges on the wealth of the local district. Finally, the policy issues of integrating state and federal support to community colleges, levels of student contributions to college costs, and appropriate levels of local support are discussed. (HB)

ED 231 474 JC 830 322

Ramey, Luellen

Assessment Procedures for Students Entering Florida Community Colleges: Theory and Practice.

Florida Community Junior Coll. Inter-institutional Research Council, Gainesville.

PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; *Community Colleges; *Educational Diagnosis; Literature Reviews; Measures (Individuals); Program Administration; Questionnaires; State Standards; State Surveys; *Student Evaluation; *Testing Programs; Two Year Colleges
IDENTIFIERS- *Florida

Student assessment programs in Florida's community and junior colleges are described in this report in terms of theory, practice, and policy. Following introductory material on the background and purpose of the study, which involved statewide surveys of coordinators of student assessment programs, an extensive literature review is presented. The review covers topics such as the history and philosophical foundations of community colleges, the development of student assessment in these institutions, competency-based education and testing, and student advisement and counseling. Next, study procedures, which included a survey to gather data on current assessment programs, practices, and policies, and a separate survey to solicit coordinators' opinions, are described. Study findings are then presented for both surveys, including information on subject areas assessed; administration of assessment instruments; selective admissions programs and entrance criteria; assessment costs; primary assessment instruments for reading comprehension, English writing ability, English usage, and mathematics skills; student groups assessed; primary assessment instrument selection; factors determining cutoff scores for placement; and additional instruments used. The final section provides a summary of the status of student assessment programs in Florida. The survey instruments are appended. (LL)

ED 231 115 EC 151 990

Fitzgerald, Gail E.
Practical Approaches for Documenting Behavioral Progress of Behaviorally Disordered Students: Monograph 6. Monograph Series in Behavior Disorders.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 82
CONTRACT- 300-80-0726
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Disorders; *Behavior Rating Scales; Classroom Observation Techniques; Criterion Referenced Tests; Graphs; Pretests Posttests; Self Evaluation (Individuals); *Sociometric Techniques; Standardized Tests; Student Behavior; Student Evaluation; *Student Records; *Test Reviews

The teacher's role in documenting behavioral programs on individual education plan objectives for behaviorally disordered (BD) students is discussed, and assessment instruments are presented and reviewed. Student behavioral monitoring is examined using pre/post testing with standardized instruments, product measures that indicate progress or outcomes, and student materials and process records from student files. After discussing behavior rating scales, self-rating instruments, and sociometric devices (i.e., standardized pre/post measures), the following examples are presented, along with general descriptions, score interpretations, authors, source, and data: Devereux Elementary School Behavior Rating Scale, Behavior Rating Profile, Piers-Harris Children's Self-Concept Scale, Nowicki-Strickland Locus of Control Scale for Children, Behavior Rating Profile Sociogram, The Class Pictures, A Class Play, and Student Survey. Examples and information are also presented on criterion referenced procedures, analogue (simulation) observations, and archival records (i.e., product measurement procedures). Specific instruments are: VORT Behavioral Characteristics Progression (suggested as a reasonable solution to the problems of sequencing, providing standards and documenting change) and Goal Attainment Scaling. Graphing of class attendance data and the use of a behavior card file are illustrated. Finally, the following examples are presented to illustrate process measurements based on point systems: frequency counts, token economy system data (students receive tokens to be cashed in for privileges), self-monitoring procedures, Walker Classroom Observation System, and Madsen and Madsen Code with Walter Alternating Peer System. Six steps for making systematic classroom observations are also identified. (SEW)

ED 231 178 EC 152 675

Communication Aids in Special Education.
Education Turnkey Systems, Inc., Falls Church, Va.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-81-0377
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Blindness; *Communication Aids (for Disabled); Computer Programs; *Educational Technology; Electromechanical Technology; *Hearing Impairments; Partial Vision; *Physical Disabilities; *Special Education; Television; *Visual Impairments

One of four reports designed to assess the current state of new technologies, the document reviews the current status of technologically oriented communication aids for the handicapped. Explained are such technological aspects as the characteristics of electronically based devices which permit special students to have access to technological applications in education. Emphasized is reluctance of private firms to develop aids due to the "thin" market, and noted are roles of individuals and organization in developing aids with federal funds. Described to aid communication of four exceptionalities are the following devices (examples are in parentheses): (1) partially sighted (high powered lenses, television cameras and systems), (2) blind (readers, recording, Braille system), (3) hearing impaired (speech interpretation, voice recognition components), and (4) nonvocal physically handicapped (special menus on the computer display, voice recognition/microcomputer systems). Six organizations which make communication devices are listed. Among factors described as affecting use of communication aids are need for information about availability, need for staff training in local schools, and imaginative funding. The summary both synthesizes information presented and makes such forecasts as that there will be a wider range of communication aids available in the next five years. (MC)

ED 231 193 FL 013 737

English Teaching Profile: Botswana.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Official Languages; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Botswana

This profile of the English language teaching situation in Botswana examines the role of English in society and in the educational system. The status of English as the second official language is noted, and the English curriculum is described from its beginning in the first primary year through secondary school and the university. Statistics on teachers of English in secondary schools are provided, and information is given on English teaching materials and materials support. A diagram is presented on the organization of the educational administrative system. Also discussed are (1) educational planning in which the highest priority is given to primary education, (2) teaching of English outside the educational system, (3) British Council support services, (4) American support through the Peace Corps and the International Communication Agency, (5) other agency support, (6) commercial opportunities, (7) creative writing, and (8) current research. A summary statement concludes that the main strength of English teaching in Botswana is that its importance is widely acknowledged, and that its main weakness is the lack of resources. A bibliography is included. (AMH)

ED 231 223 FL 013 782

Jacobson, Phyllis L.
The Future Past: The Social Context of Franco-American Schooling in New England.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Biculturalism; *Bilingual Education Programs; Bilingualism; *Culture Conflict; Discriminatory Legislation; Educational Needs; *Ethnicity; *French; *Language Maintenance; *Minority Groups; Regional Dialects; Social Discrimination
IDENTIFIERS- *Franco Americans; New England

Franco-Americans constitute the fourth largest language minority group in the United States, with over two million Franco-Americans residing in the greater New England area. Largely due to lack of available information, teachers and administrators have often proceeded under the erroneous assumptions that Franco language and cultural patterns are essentially similar to mainland French language and culture. Consequently, to a large extent the educational and social needs of Franco children have not been met by the public school systems. In many cases, such treatment was due to ignorance of the Franco sociocultural context, but in other instances it was a result of discrimination and ridicule. On the other hand, examples of school systems where Franco children have benefited from bilingual education programs are also documented. This study also documents the extent of the preservation of French culture in New England. The pull between the maintenance of Franco traditional culture and values and the political realities of American life is felt perhaps most keenly by those of college age. Examples are given of attempts by sociopolitical organizations and action by Franco student groups at the university level and by a small cadre of Franco educators. (AMH)

ED 231 253 HE 015 890

Wechsler, Henry; Gale, Barbara
Medical School Admissions: A Strategy for Success.
REPORT NO.- ISBN-0-8841-723-X
PUB DATE- 82
AVAILABLE FROM- Ballinger Publishing Company, 54 Church Street, Harvard Square, Cambridge, MA 02138 (Paper copy, $12.95; Hard cover, $19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Admission Criteria; Blacks; Career Choice; *College Applicants; Females; Higher Education; *Institutional Characteristics; Medical Education; *Medical Schools; Prerequisites; *Student Financial Aid; Tuition

A practical strategy that applicants can use in applying to medical schools is suggested, and profiles of 126 U.S. and Puerto Rico medical schools are provided. The profiles include information about the application process, educational requirements, class size, number of applicants, costs, and degree programs. In addition to considering geographical and other factors that affect the applicants' chances of admission, a profile of the successful applicant is presented, including required premedical courses, grades, the Medical College Admission Test, the interview, and other factors in the admissions committee's decision. Attention is also directed to: the mechanics of submitting the application; scholarships, loans, and other ways of paying for medical school; sources of further information about financial aid for medical students; the special needs of women, blacks, and members of other groups that are underrepresented in the medical profession; an overview of what happens during and after medical school, including the medical school curriculum, postgraduate training programs, and medical specialties; and alternatives to medical school for students still in doubt about which career to pursue. Finally, books and articles that provide more information on each major topic are suggested. (SW)

ED 231 283 HE 016 269

Johnson, Deborah Hazel; Troy, Warwick G.
Activities and Needs of UMBC Students. Research Report 1/81.
Maryland Univ., Catonsville, Baltimore County. Office of Vice Chancellor for Student Affairs.
PUB DATE- Jan 81
AVAILABLE FROM- Office of Vice Chancellor for Student Affairs, University of Maryland, Baltimore County, Catonsville, MD 21228.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Students; Enrollment Influences; *Extracurricular Activities; Higher Education; Institutional Research; Needs Assessment; *Student Characteristics; *Student College Relationship; Student Employment; *Student Needs; Student Participation
IDENTIFIERS- *University of Maryland Baltimore County

Student perceptions of the University of Maryland Baltimore Campus (UMBC) as well as student interactions with the campus were studied through a formal needs analysis. It was found that UMBC students were fairly pragmatic and career-oriented, based on their reasons for attending college, their choice of UMBC, their current employment, and their problem areas. For about a third of the students, UMBC was their only choice of colleges. The three primary reasons for attending college were: to obtain a better job; to prepare for graduate or professional school; and to meet new people.

Twenty-four percent lived on campus and 76 percent off campus. Four percent of the students had one or more children requiring child care; about 28 percent were employed on campus, and 45 percent were employed off campus. Females and black students appeared to be less involved at UMBC, and each of the campus gathering places had its own distinctive student subgroup that it attracted. In addition, there was a sizable subgroup of students who were uninvolved on campus, some of whom were not interested in spending more time on campus. There also were important gaps between students' needs for help in certain areas and whether they actually received such help. (SW)

ED 231 431 JC 830 243

Friedlander, Jack; And Others

Trends in Community College Humanities Education, 1977-1982.

Center for the Study of Community Colleges, Los Angeles, Calif.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Curriculum; Community Colleges; *Community Services; *Educational Trends; Financial Support; Humanities; *Humanities Instruction; *Interdisciplinary Approach; National Surveys; School Community Programs; Student Recruitment; *Two Year Colleges

In fall 1982, a survey was conducted by the Center for the Study of Community Colleges to identify changes in two-year college humanities programs. Two survey instruments were sent to a random sample of 172 community and junior colleges, requesting information on humanities courses added to the curriculum from 1977 to 1982, interdisciplinary courses offered in fall 1982, institutional and financial support for humanities faculty and programs, and humanities in community service divisions. Study findings, based on 151 responses indicated that: (1) 16% of the colleges had increased and 3% had decreased the number of humanities courses required for graduation; (2) 70% had added one or more courses; (3) occupational students, returning students, and other special groups were actively recruited in over 50% of the colleges; (4) 51% of the colleges offered interdisciplinary courses in fall 1982, and nearly 60% of these were team taught; (5) 70% of the schools set aside discretionary intramural funds for humanities and, since 1977, 56% had received funds from external sources for humanities; (6) 17% had formed lay advisory committees for the humanities; (7) 53% had increased and 13% had decreased humanities offerings by community services divisions; (8) nearly all of the colleges had off-campus groups planning or presenting arts and humanities activities in 1981-82; and (9) humanities activities offered through community services were supported by a combination of college funds, participant fees and external grants. (LL)

ED 231 102 EC 151 977

Fowler, Susan A.
Transition from Preschool to Kindergarten for Children with Special Needs.
Kansas Univ., Lawrence. Early Childhood Inst.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Articulation (Education); *Class Activities; *Classroom Environment; *Disabilities; Kindergarten Children; Preschool Curriculum; Preschool Education; Primary Education; Self Care Skills; *Student Adjustment; Student Behavior; *Transitional Programs

The process of coordinating a successful transition from preschool to kindergarten for the child with special needs is examined. The following steps are considered: (1) identify differences between preschool and kindergarten that may adversely affect a child's adjustment to kindergarten; (2) prepare each child for transition by teaching behavior routines and skills during preschool that will facilitate the child's subsequent adjustment to kindergarten; (3) consider alternative arrangements in kindergarten to accommodate and train needed behaviors and skills not acquired by the child in preschool; and (4) establish and maintain communication with the kindergarten before, during, and after each child's transition. To establish and maintain communication after each child's transition, it is advocated that the preschool provide suggestions and information regarding teaching strategies, behavior management, and curriculum activities that were used successfully when the child was in preschool. To provide a framework for assessing the transition process, questions are posed regarding the following areas: classroom composition, teacher attention and reinforcement of the students, the physical arrangement of the kindergarten and preschool classes, the child's daily schedule at each level, classroom rules and routines, academics, self-help skills, and support systems. A list of approximately 25 references is appended, along with a sample case study. (SEW)

ED 231 131 EC 152 506

The Visually Impaired Student in the Regular Classroom.
Alberta Dept. of Education, Edmonton.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Affective Behavior; Braille; *Classroom Techniques; Cognitive Development; Definitions; Early Childhood Education; Elementary Secondary Education; Fine Arts; *Mainstreaming; Physical Education; Skill Development; Teacher Role; *Teaching Methods; Testing; Visual Aids; *Visual Impairments; Visually Handicapped Mobility
IDENTIFIERS- Alberta

The guide provides strategies for regular teachers to use with visually impaired (VI) students in the province of Alberta, Canada. After an introduction, definitions of terms such as "adventitiously blind" are presented. Next addressed are effects of visual impairment on cognitive development, emotional and social aspects, and orientation and mobility. Considered, then, are such aspects of planning and classroom management as safety (including fire drills), the buddy system, course scheduling, ways to obtain and store special materials and equipment, seating of the VI student, orientation of regular students, use of the VI student as a resource, and the VI student's responsibilities. Suggestions are given for meeting educational needs of the VI preschool, Braille-using, and partially sighted student in such areas as visual efficiency, skill development, use of media and aids (e.g., diagrams), physical education, and fine arts. Suggested are approaches to assessment and evaluation including techniques teachers may use to equalize opportunity for VI students taking tests or examinations. Appendixes include a list of seven useful terms, a discussion on Braille, descriptions of special materials and equipment, photographs showing ways VI students see, and a list containing 48 references organized into areas for six categories of users including educators and parents. (MC)

ED 231 208 FL 013 760

Cabut, Helene

Francais langue seconde: Les apprenants face au discours didactique oral. (French as a Second Language: How Learners Deal with Didactic Oral Discourse).

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

PUB DATE- 82
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cloze Procedure; Error Analysis (Language); *French; Higher Education; Intensive Language Courses; *Language Processing; *Languages for Special Purposes; *Listening Skills; *Scientific Literacy; *Second Language Instruction

As part of a course in French for foreign post-graduate engineering students, recordings of a series of lectures in information science were used to highlight some of the problems involved in the comprehension of spoken scientific discourse. In order to observe whether repetitions within oral discourse were perceived as such by non-French speaking persons and to see whether they constituted a help or a hindrance to comprehension, four exercises were undertaken by the group. After the initial tape was played which provided the context and which was analyzed in detail, three other texts were presented to the group. For each one a cloze-type transcription was completed. Analysis of the exercises aimed at sensitizing these learners to the lexical, syntactic, and discursive reformulations which are common in this type of discourse. It was found that these reformulations often hinder rather than help comprehension because learners do not always perceive them as repetitions of all or part of something which has already been said, but mistake them for completely new items to be decoded and interpreted from scratch. To a great extent, this problem seems to be caused by the learners' inability to perceive the discourse as a whole composed of a number of interrelated parts. (Author/AMH)

ED 231 238 FL 013 801

Burt, Andy; And Others
Immersion francaise precoce: Francais 7 (Early French Immersion: French 7)
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Class Activities; Educational Objectives; Elementary Education; *French; *Grade 7; *Immersion Programs; Instructional Materials; Intermediate Grades; *Language Skills; Lesson Plans; Listening Skills; Reading Instruction; *Second Language Instruction; Speech Skills; Testing; Writing Instruction
IDENTIFIERS- *British Columbia

This manual for seventh grade French instruction accompanies the early French immersion program. It is based on general and specific learning objectives and addresses the four language skills the child needs to develop. The introduction to the manual provides an overview of the program for the middle grades and learning objectives for the four language skills for grades 1-7. The lessons are divided into four sections: (1) listening, with the goal of developing the ability to listen to and grasp the thoughts of others, and to judge the form and content of a message; (2) speaking, with the goal of developing the ability to use correctly the French language; (3) reading, with the goal of developing the ability to read easily certain texts, as well as developing a taste for reading; and (4) writing, with the goal of developing the ability to communicate in writing and to write a message clearly and correctly. In addition to these general objectives, each lesson provides specific objectives for the teacher, learning objectives for the student, suggested class activities and lesson content, instructional materials, evaluation procedures, and references. An appendix provides an outline of reading texts to be used in each grade of the program. (AMH)

Reynolds, William Bradford
Department of Justice Enforcement of Civil Rights Laws with Respect to Institutions of Higher Learning. Statement before the Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives and the Subcommittee on Civil and Constitutional Rights, Committee on the Judiciary, House of Representatives.

Department of Justice, Washington, D.C.
PUB DATE- 18 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Black Colleges; *Civil Rights Legislation; *College Desegregation; Compliance (Legal); *Court Litigation; Disabilities; Federal Government; Federal Legislation; Federal Programs; *Federal State Relationship; Government Role; *Government School Relationship; Higher Education; Legal Responsibility; Sex Discrimination
IDENTIFIERS- Civil Rights Act 1964; Department of Education; *Department of Justice; *Reagan Administration; Rehabilitation Act 1973 (Section 504); Title IX Education Amendments 1972

The Reagan Administration's record in enforcing the civil rights statutes that apply to higher education are reviewed by Assistant Attorney General Reynolds of the Department of Justice. Attention is directed to cases under the jurisdiction of Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1974. The Louisiana higher education case, settled in September of 1981, is cited as an example of the Department of Justice's efforts to enforce Title VI through the following goals: to improve offerings at historically black institutions, and to attract students of the other race to traditionally black and traditionally white institutions. The Adams v. Bell case and the Justice Department's litigation with the North Carolina higher education system are also briefly addressed. Some of the Title IX cases discussed are: North Haven v. Bell, Grove City College v. Bell, and University of Richmond v. Bell. Finally, five Section 504 cases are noted. The Department has sent to all federal agencies a prototype regulation for enforcing Section 504 in federally conducted programs. An appendix on the investigatory activities of the Department of Education is included. (SW)

ED 231 343 IR 010 742

Hofstetter, Fred T.
Computer-Based Instruction: Roots, Origins, Applications, Benefits, Features, Systems, Trends and Issues.
PUB DATE- 15 Oct 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; *Computers; *Design Requirements; Evaluation Criteria; Futures (of Society); Higher Education; Instructional Materials; *Media Selection; Secondary Education; Systems Development
IDENTIFIERS- *Computer Uses in Education; PLATO

Dealing exclusively with instructional computing, this paper describes how computers are delivering instruction in a wide variety of subjects to students of all ages and explains why computer-based education is currently having a profound impact on education. After a discussion of roots and origins, computer applications are described for educational, government, professional, and instructional markets. Examples of higher education applications are given for the sciences, the arts, humanities, medicine, agriculture, business, engineering and counseling, and for mathematics, reading, language arts, and computer science at the pre-college level. Examples of applications are from the PLATO system and include diagrams. Benefits and characteristics of computer-based instruction are enumerated and explained, and an overview of instructional computers on the current market is provided, including online mainframe systems, offline microcomputer systems, and hybrid systems. Six main categories of system-selection criteria for good computer-based instruction are discussed: (1) support for instructional strategies; (2) student learning station requirements; (3) features for instructors and authors; (4) general operational characteristics; (5) dissemination networks; and (6) future viability. Final sections examine contemporary trends and issues in the future related to computer-based instruction. Eighteen references are listed. (LMM)

ED 231 358 IR 050 231

Plan for Restructuring Interlibrary Loan in Michigan.
Michigan State Dept. of Education, Lansing. Bureau of Library Services.
PUB DATE- 16 Dec 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Criteria; Guidelines; *Interlibrary Loans; *Library Cooperation; *Library Networks; *Library Planning; Library Services; Long Range Planning; Program Development; *Regional Cooperation; Regional Programs; State Libraries; Statewide Planning

IDENTIFIERS- Library Services and Construction Act; *Michigan

In January 1980, a Task Force on Interlibrary Loan was appointed to work with Michigan State Library Services (SLS) staff to formulate a series of recommendations for an interim interlibrary loan structure which could evolve out of the existing system. What has evolved is a multi-type regional concept involving public, school, academic, and special libraries, backed up by the five major reference/research libraries (Detroit Public Library, Michigan State University, the State Library, the University of Michigan, and Wayne State University). This publication includes a description of the formation of the task force; a list of task force members; listings of criteria for regional cooperation and statewide interlibrary loans; suggested guidelines for the development of regional interloan services; a profile of the criteria for a multi-type region of cooperation; guidelines for inter-regional and inter-network relationships; directions for establishing a state-level Board of Review for resolving conflicts between and within regions; a list of criteria for 1980 Library Services and Construction Act (LSCA) Title III grants; a description of protocols for using the interlibrary loan services of the State Library; and a state map showing the 15 multi-type regions. (ESR)

ED 231 402 IR 050 387

Tolle, John E.; And Others
Current Utilization of Online Catalogs: Transaction Log Analysis. Volume I of Three Volumes. Final Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
REPORT NO.- OCLC/OPR/RR-83/2
PUB DATE- 31 Mar 83
AVAILABLE FROM- OCLC, Dept. Box ONB, Columbus, OH 43265 ($6.50 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Data Collection; Library Automation; *Library Catalogs; Library Research; *Online Systems; *Research Methodology; *Search Strategies; Use Studies
IDENTIFIERS- *Online Catalogs; *Transaction Log Analysis

As a continuation of research into online public access catalog systems (OPAC's), this study focused on the actual use of OPAC's and on refinement of the methodologies used in carrying out transaction analysis studies. Current patron use patterns were obtained via machine-readable catalogs from four online public catalog systems: The Library of Congress, Syracuse University, Dallas Public Library, and The Ohio State University. Data were also collected in the searching of 76 OCLC public terminals at 53 additional libraries. Such data included terminal identification, user commands and codes, system commands and codes, the search key, session beginning and ending, user and system response times, search text, and dates. Results indicate that accurate information on the amount of time spent at the terminals is unavailable except at The Ohio State University; time spent at terminals is higher than time spent at card catalogs at the same institution; errors frequently occur in sequence; and transaction log analysis is an effective tool for studying user behavior. Utilizing the OPAC transaction tapes, statistical measures have established the relative use of commands within the systems and the sequences of actions to determine user patterns. This report includes 71 illustrations and 46 tables. (Author/LMM)

ED 231 446 JC 830 290

Beavers, Jerry L.
Follow-Up Study of 1980-81 Graduates and Non-Graduates. Report No. 82-2.
Wytheville Community Coll., VA. Office of Institutional Research.
PUB DATE- Aug 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; *College Graduates; *College Transfer Students; Community Colleges; *Dropouts; *Employer Attitudes; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Questionnaires; Student Attitudes; Technical Education; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup

In spring 1982, a follow-up study was conducted at Wytheville Community College (WCC) to determine the current activities of students enrolled during fall 1979 who did not graduate; the employment status of occupational technical graduates; the progress of transfer students enrolled at four-year institutions; and the opinions of both graduates and non-graduates. The study involved surveys of 273 non-graduates, 235 occupational-technical graduates, and 42 transfer graduates; a survey of the employers of 109 occupational-technical graduates; and requests for student grade reports from four transfer institutions. Based on an overall 52.7% student response rate, a 90.9% employer response rate, and informal transcripts from three of the four transfer institutions, the study found: (1) 77.8% of the occupational-technical graduates were employed, compared to 57.4% of the non-graduates; (2) 90.3% of the employed graduates were working in a field related to their college training, compared to 55.7% of the non-graduates; (3) 97.6% of the employers considered graduates adequately prepared for their positions; (4) 71.4% of the transfer graduates enrolled at a four-year college; and (5) there was little difference in the grade point averages of transfer students at the four-year institution and WCC. Study findings suggest that graduation is important for occupational-technical students, employers have confidence in WCC training, and WCC prepares students well for transfer. The questionnaires are appended. (LL)

ED 231 145 EC 152 522

Fuchs, Victor E.
Software Marketing Considerations.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Programs; Educational Change; Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; Industry; *Instructional Materials; *Marketing; Purchasing; *School Business Relationship

Seven factors that currently affect the potential for marketing and publishing computer software for education are discussed: (1) computers as an inplace technology in education, (2) marketing and distribution patterns for software, (3) consumer demand, (4) quality, (5) timelessensss, (6) basic skills, and (7) the future. The proliferation of computers in the schools creates a growing computer base to utilize whatever software is produced. As the industry learns how to effectively market and distribute software, the distribution of software products will be as widespread and well used as the distribution of print or audiovisual products. Consumer demand for software is affected by three constituents: the software publisher/producer/distributor, the purchaser, and the user. School acquisition practices are influencing consumer demand, since publishers seek areas that they can adapt software to match nonsoftware products they currently produce and distribute. Consumer demand for software ultimately will influence software development greatly. It is important to remember that quality software sells, and software that will retain its educational usefulness and relevancy over long periods will be needed by schools. In addition, software/courseware that helps students achieve minimum competency standards--the basic skills--will be attractive. Computer technology in education will force changes in the delivery and methods by which teaching and education are practiced. (SEW)

ED 231 313 HE 016 382

Aleamoni, Lawrence M.; Stevens, Joseph J.
The Effectiveness of Consultation in Support of Student Evaluation Feedback: A Ten Year Follow-up.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; *Consultation Programs; *Faculty Development; *Feedback; Followup Studies; Higher Education; *Instructional Improvement; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Workshops

A 10-year followup was conducted of a study that examined the effectiveness of expert consultation and student feedback provided to college faculty. A 1978 study (Aleamoni) found significant improvement in student ratings for a group of instructors receiving student feedback and expert consultation in comparison to a group of instructors receiving student feedback alone. An assessment was undertaken with 28 of the 33 instructors who participated in the original 1971 study and had voluntarily used the Course/Instructor Evaluation Questionnaire after the termination of the original study. The number of times instructors had engaged in individual consultations or had participated in instructional workshops during the followup period was also assessed. It was found that instructors who had participated in consultation received higher student ratings and used student ratings and instructional services more throughout the followup interval. Despite methodological difficulties in the research, it is concluded that the usefulness of student rating feedback is ensured only when integrated with a system of instructional support. (SW)

ED 231 503 PS 013 564

Lee, Marjorie W.
Early Childhood Education and Microcomputers.
Howard Univ., Washington, D.C. School of Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Black Youth; Cognitive Style; *Computer Assisted Instruction; Early Childhood Education; *Educational Innovation; *Microcomputers; *Outcomes of Education

Soon families of every socioeconomic level will have microcomputers in their homes. Most classrooms and probably all schools will have at least one such machine. Many potential advantages may result from the involvement of young children with microcomputers. Some of these are the stimulation of reflective thinking, the development of cognitive styles, and the improvement of self-esteem. Acquisition of computer skills may help young black children close the gap between home/community and classroom/school cultures. The microcomputer may also help black children to become better achievers in school and to be more successful on standardized tests. To realize these and related potentials, more teachers of young black children must develop computer literacy and acquire the ability to use the microcomputer as an educational tool. While use of microcomputers may result in benefits, several questions relating to teachers, the instruction of young children, and computer use remain to be answered. More information is needed in several areas related to instruction (such as reinforcement techniques, instructional needs of children, optimal scheduling, and fundamental changes in cognitive styles and development). Data are also needed regarding the influence of computer use on the black culture and on the individual's creative thinking and expressive language. (RH)

Languis, Marlin
Learning Style: A Point of View for Valuing Young Learners.
PUB DATE- 6 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Style; Definitions; Early Childhood Education; *Ecology; Experience; Interdisciplinary Approach; Models; *Psychophysiology; Research Methodology
IDENTIFIERS- *Life Span Development

Basic questions about the concept of learning style are addressed in this paper along with several ideas about the learning process. Additionally, a psychophysiological developmental experience model of learning and learning style is presented. Included in the discussion is a comprehensive definition of learning style that encompasses elements of previous definitions and is intended as a guide for research efforts and practical applications in early childhood programs. Eight subsequent sections are devoted to specific ideas about the learning process: reduction of entropy, bias against redundancy, self-consciousness and reintegration with the universe, the individual decision to move toward either biophilia (love of life) or necrophilia (affiliation with death), intentionality/expectation and causation, patterning in the universe, interaction and meaning in systems, and generative learning. In a ninth section, a different focus on learning processes is proposed for professional education. Contributions of psychophysiology, life-span human development, and environmental/cultural experiences to the interdisciplinary and ecological model of learning processes are pointed out. The concluding section discusses relationships of world view to learning style. (RH)

ED 231 534 PS 013 744

Johnston, John M.
The Perceived Problems of Prekindergarten/Child Care Administrators.
SPONS. AGENCY- Wisconsin Univ., Madison. Graduate School.; Wisconsin Univ., Madison. School of Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Problems; *Administrator Attitudes; Check Lists; *Day Care; Early Childhood Education; National Surveys; Questionnaires; State Surveys; *Work Environment
IDENTIFIERS- Wisconsin

The purpose of this study was to identify and describe specific problems and groups of problems confronting child care/prekindergarten administrators as they go about their daily work. Three specific questions were addressed: (1) Which work-related problems occur most frequently for these administrators? (2) Which work-related problems are most bothersome? and (3) What global areas can be inferred from administrators' perceptions of their problems? Anecdotal descriptions were collected from national and Wisconsin samples of day care/prekindergarten administrators. From these descriptions, a 50-problem checklist was developed and administered for verification to a second independent sample of administrators. The first sampling provided 368 problem descriptions from 52 administrators; the second provided responses from 126. Administrators indicated that 14 problems were bothersome, frequently occurring, or both. Factor analysis revealed five problem areas: goal direction, fiscal security, efficiency, personnel management, and parent cooperation. Related materials, appended, include copies of measures employed and a description of the demographic characteristics of the second sample. (Author/RH)

ED 231 549 PS 013 770

Birch, Thomas L.
An Introduction to the Children's Trust Fund. Prevention Focus Working Paper No. 005.
National Committee for Prevention of Child Abuse, Chicago, Ill.
PUB DATE- 82
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan, Suite 1250, Chicago, IL 60604 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Advisory Committees; *Child Abuse; *Financial Support; *Fund Raising; *Social Services; *State Legislation; *State Programs
IDENTIFIERS- California; *Childrens Trust Fund; Iowa; Kansas; Michigan; Virginia; Washington

Beginning in 1980, legislation in six states to establish a Children's Trust Fund has been enacted. The legislation creates new sources of support for preventive services in the area of child abuse in Kansas, Washington, Iowa, Virginia, Michigan, and California. To show how the trust-fund concept has been and can be adapted to different political and practical demands, this working paper briefly reviews the history and basic characteristics of the Children's Trust Fund and examines the provisions of the various legislative enactments in a state-by-state comparison. Appended are copies of legislation establishing the Children's Trust Fund in Kansas and Michigan, along with a summary of Michigan legislation. (RH)

ED 231 564 RC 014 088

Sherk, H. G.; Callihoe, H.
Cross-Cultural Education Study-Tour.
Alberta Dept. of Education, Edmonton.
PUB DATE- May 73
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; American Indian Studies; *Cross Cultural Studies; *Curriculum Development; Elementary Secondary Education; *Interviews; *Multicultural Education; *Native Language Instruction; Postsecondary Education; Teacher Education Programs
IDENTIFIERS- Arizona; Canada; Montana; Navajo (Nation); New Mexico

The report describes, in the form of transcribed interviews, cross-cultural programs in Saskatchewan, Manitoba, Montana, New Mexico and Arizona identified in a May, 1973, study-tour of cross-cultural education focusing upon people of Indian ancestry. The primary goal of these visits was to identify promising procedures and accomplishments in cross-cultural education wherever interesting developments may have occurred. The report focuses upon native studies programs at the institutions visited and on information gained through interviews with personnel involved in native-studies curriculum and instruction projects. Programs visited include: Indian Teacher Education Program at the University of Saskatchewan; Saskatchewan Indian Cultural College; E. D. Feehan High School in Saskatoon; University of Brandon in Manitoba; Rocky Boy Elementary School on the Cree Reservation, Montana; Bureau of Indian Affairs (BIA) Navajo Area Office and Navajo Tribal Education Office in Window Rock, Arizona; Chinle Boarding School, Many Farms High School, Rough Rock Demonstration School, and Rock Point (Contract) School in Arizona; and University of New Mexico and BIA Language Arts Office in Albuquerque, New Mexico. (ERB)

ED 231 578 RC 014 184

Slobin, Dan I.
The Acculturation and Development of Language in Mexican American Children. Final Grant Report.
California Univ., Berkeley.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 1 Oct 82
GRANT- NIE-G-81-0103
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Acculturation; Child Development; Child Language; Communication Research; Cultural Influences; *Language Acquisition; Language Usage; *Mexican Americans; Mothers; Parent Child Relationship; *Parent Role; *Socialization; Sociolinguistics; Speech Communication; *Young Children
IDENTIFIERS- *Interactive Communication; Spontaneous Speech

The spontaneous speech of three Mexican American children (one boy and two girls) and their mothers, siblings, relatives, and neighbors was recorded to investigate the relationships between language and cultural values and beliefs, and between language, input, and cognition and the acquisition of linguistic forms. The children were first-born, 20, 24, and 26 months old at the start of the study, and just beginning to produce two-word utterances. They had a younger sibling born when they were 23 to 32 months old; their mothers were the primary caregivers. Two recordings, 1-5 days apart, were made every three weeks, each for two hours, totaling 134 hours. The boy was taped for 9 months and the girls for 12 months during meal and bath times, play with peers and parents, visits with friends and relatives, outings to the park or store, and television-watching. Findings indicated that input language was a powerful socializing force through which adults directed the children's behavior and taught them what was important to know, do, talk about, and feel; and that there was a clear relationship between the contexts in which children were directed to speak, beliefs about appropriate behaviors for children, and other behaviors of the adults in interacting with the children. (NQA)

Proceedings of a Workshop on Community Impact Analysis (Lexington, Kentucky, May 24-26, 1982).

Kentucky Univ., Lexington.; Southern Rural Development Center, Mississippi State, Miss.

REPORT NO.- SRDC-SN-46
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- *Community Planning; *Computer Oriented Programs; Decision Making; *Economic Development; Enrollment Trends; Long Range Planning; Models; *Population Growth; Research Tools; *Rural Development; Rural Schools; Simulation; Socioeconomic Influences; Tables (Data); *Urban to Rural Migration
IDENTIFIERS- Florida; *Impact; Kentucky; Mississippi; South Carolina; Texas

The Southern Rural Development Center in cooperation with the University of Kentucky sponsored a workshop which brought together extension and research personnel interested in rural economic development concerns (i.e., inadequate water supplies, sewer systems, and schools). The proceedings include "Community Growth Management: The Land-Grant University Perspective," C. Oran Little; "Community Growth Strategies for the 80s," William W. Linder, Gerry H. Williams; "Economic-Demographic Impact Assessment Models: Characteristics and Considerations in Adaptation and Development," Steven H. Murdock, et al; "An Interactive Approach for Community Development Decisionmaking," David L. Debertin; "The Economic Impact Assessment Model (EIAM), A County Level Economic Impact Assessment Model," R. C. Winter; "A Pen and Pad Procedure for Estimating Community Economic Impacts," John Gordon; "Policy Simulation with the South Carolina Impact Model," Mark S. Henry; "The Texas Assessment Modeling System (TAMS): A Methodology for Projecting Socio-economic Impacts of Lignite Development in Rural Texas," Lonnie L. Jones, Steven H. Murdock; "A User-Oriented Computerized Fiscal Impact Model," Lonnie L. Jones, Mike D. Woods; "A Community Level Simulation Model for Rural Development Planners," Gerald A. Doeksen, et al; "Results for Community Impact Model Case Study," Mike D. Woods, Gerald A. Doeksen; and "Community Impact Model: Workshop Example," Mike D. Woods, Gerald A. Doeksen." (AH)

ED 231 606 RC 014 224

Toro, Leonor; And Others
What's Happening in July?
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. State and Local Education Programs.
PUB DATE- Jul 83
AVAILABLE FROM- Ethnic/Arts Migrant Program, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cultural Activities; Cultural Awareness; Cultural Education; Elementary Education; Elementary School Mathematics; *Leaders; *Learning Activities; *Migrant Education; Nutrition; *Puerto Ricans; Vocabulary Development
IDENTIFIERS- Holidays; Independence Day; Recipes (Food)

Designed as a teacher resource, the booklet provides brief information on eight July events: Independence Day; The Patron Saint Festivals and the Festival of Loiza, celebrated by Puerto Ricans; and the birthdays of P. T. Barnum, Elias Howe, John Quincy Adams, Luis Munoz Rivera, and Simon Bolivar. Information is provided on the Declaration of Independence, the United States Constitution, the Constitution of the Commonwealth of Puerto Rico, the circus, and roller coasters at amusement parks. A brief history of the following classic soul foods is included: pork, blackeye peas, collard greens, corn or maize, yams, okra, watermelon, and peanuts. Following a brief discussion of the nutritive value of soul food are 16 recipes for making coconut ice, old-fashioned sweet potato pie, ice cream sandwiches, jazzy juices, fruit-sicles, peachy freeze, watermelon crunch, Southern spareribs, potato salad, Charleston Hop'n John, pigs feet fiesta, macaroni and cheese, greens with pork hocks, chitterlings "chitlins," and Southern fried chicken. The booklet includes a list of 29 historical July happenings; 7 math activities on place value, expanded notation, missing numerals, addition, subtraction, multiplication, and division; 15 creative activities; and 12 word games. (NQA)

ED 231 621 SE 041 907

Beek, C.; And Others

Going Metric: Is It for You? A Management Model for Small Product Service Companies.

Birch & Davis Associates, Inc., Silver Spring, Md.

SPONS. AGENCY- United States Metric Board, Arlington, VA.

PUB DATE- Jun 82

CONTRACT- RFPA-MEB-81-684

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)

DESCRIPTIONS- Adult Education; *Business; *Measurement; *Metric System; *Planning; *Producer Services

This booklet is designed to aid product service companies in finding out about the meaning of the metric system for their unique circumstances and to help them phase-in metric servicing smoothly. First is a brief discussion of what the law says about metrics and what the metric system is. Then what is involved in going metric is discussed in detail in terms of three major stages: (1) a rough analysis to determine whether it is worth looking at the question in greater detail; (2) phase-in planning, in which the considerations are refined and specific plans are made; and (3) actual metric servicing of a significant number of metric products. Sources of additional information are listed. (MNS)

ED 231 636 SE 042 072

Input-Output. Teacher's Guide.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- *Computer Oriented Programs; Elementary Secondary Education; Learning Activities; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Middle Schools; *Pattern Recognition; Problem Solving; Programing; Programing Languages; Teaching Guides; Units of Study; Worksheets
IDENTIFIERS- *Easy Speak (Computer Program); Math Network Curriculum Project; *Wizard (Computer Program)

This document is the first of seven units developed by the Math Network Curriculum Project. Each unit, designed to be a 2-week module, is a teacher's guide which includes detailed directions along with the courseware and software needed. Teacher intervention in the non-computer activities that begin each unit is required, and the consistent use of small-group instruction makes the units usable in a standard classroom if two microcomputers are present. The Input-Output Unit develops students' abilities to recognize and describe patterns and introduces the notion of expressing mathematical concepts in a symbolic language, Easy Speak. The experience of using Easy Speak prepares students to use algebra to express numerical ideas. Practice is provided on simple input-output machines, many of which grow out of activities with manipulative materials, and moves to machines with two-part rules. Printed copies of the code for the Wizard and Easy Speak computer programs are included. Wizard reinforces the idea of conditional statements by having students create their own and interact with the computer. Easy Speak, used with Easy Speak Summary, permits students working in pairs to create mystery machines for pairs of numbers. They can also try mystery machines created by students in other classes. Both programs were developed for use on a Commodore PET Computer with at least 16K of RAM using 4.0 BASIC. (MNS)

ED 231 651 SE 042 182

Schielack, Janie
Strategies for Teaching Fractions. Kindergarten through Grade 5.
Texas Education Agency, Austin.
PUB DATE- 83
AVAILABLE FROM- Texas Education Agency, Publications Distribution Office, 201 East 11th Street, Austin, TX ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; *Fractions; Geometric Concepts; Learning Activities; *Manipulative Materials; Mathematical Models; *Mathematics Curriculum; *Mathematics Instruction; Number Concepts; *Teaching Methods

This publication presents teaching strategies to develop understanding of fractions as sensible numbers. Written for the mathematics teacher in grades K-5, it gives suggestions for teacher-led discussions and structured exploratory activities. The activities are conducted with manipulative materials that emphasize the important characteristics and properties of fractions. Sections focus on: the idea that fractions are rational, a developmental sequence for teaching fraction concepts, concrete models for teaching fractions, models for fractions greater than one, models for equivalent fractions, and teaching to improve problem-solving skills. Appended are pages of dot paper, centimeter graph paper, pattern blocks, and a tangram. References are also included. (MNS)

ED 231 666 SE 042 208

Harris, Mary Elizabeth
Teaching the Handicapped in the Sciences: A Selected Bibliography of Articles, 1972-1983.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- College Science; Disabilities; Elementary School Science; Elementary Secondary Education; *Hearing Impairments; Higher Education; Mathematics Education; *Physical Disabilities; *Science Education; *Science Instruction; *Science Programs; Secondary School Science; Teaching Methods; *Visual Impairments

This is a selective bibliography of 91 journal articles dealing with physically handicapped students in the sciences. Because the educational needs of the physically handicapped sometimes require unconventional practices, the articles cited in the bibliography focus on various instructional strategies, curricular modifications, and programs designed to meet the needs of physically handicapped students in elementary, secondary, and college science subjects. In addition, information is provided on the "Resource Directory of Handicapped Scientists" compiled and edited by Janette Alsford Owens, et al. (published in 1978 by the American Association for the Advancement of Science). This document lists 560 handicapped scientists who are willing to consult on a vast array of subjects and some who are willing to give speeches and make presentations. Each citation in the document is accompanied by a brief description of the individual's background, employment, expertise, and disability. (JN)

ED 231 681 SO 014 644

de la Cruz, Leonardo
Curricular Renovation through Population Education.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKP/81/D/443-100
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Comparative Education; *Curriculum Design; *Curriculum Development; Developing Nations; Elementary Secondary Education; Foreign Countries; *Models; *Population Education
IDENTIFIERS- Nepal

The document is intended to assist educators in Nepal in implementing curriculum reform or improvement by using population education as a means. Procedural designs that can be followed are described. First, the goals of population education must be defined. Second, a decision has to be made as to which body of knowledge or population concepts are necessary to realize the stated goals and objectives. Third, subject areas into which population education can be infused or integrated must be identified at each grade level. Fourth, a scope and sequence of population education concepts must be developed. The fifth step in the process is the development of curriculum materials for teachers and students. Sixth, population education must be institutionalized in the educational system. And, finally, the population education curriculum materials must be evaluated. Throughout the document, examples and illustrations are provided, e.g., a scope and sequence chart is included. (RM)

ED 231 696 SO 014 717

Social Change and Training of Educational Personnel. Report of a Regional Design Meeting (Bangkok, Thailand, July 26-August 3, 1982).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- Aug 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTIONS- *Comparative Education; Educational Change; *Educational Development; Educational Improvement; *Educational Needs; Elementary Secondary Education; Foreign Countries; Higher Education; *Professional Training; Program Development; Program Evaluation; *Social Change
IDENTIFIERS- *Asia; *Pacific Region

An overview of 19 papers presented at the meeting indicates that countries in the Asia and Pacific region are aware of socioeconomic changes and the need for national educational systems to provide adequate responses to these changes. New personnel profiles and educational training programs are needed. Factors which will affect the development of educational personnel include: technological advancements; social trends; changes in social requirements and in educational science; the information revolution; and management issues, e.g., public participation in system development. Guidelines are suggested to help educators develop and evaluate training programs. Specific suggestions are provided for preparing personnel profiles and training program strategies, content, materials, and evaluation. Planning for future activities is also discussed. Specific research projects for national initiatives are outlined and described. For example, one study will examine the role of community leadership in the management of education. (RM)

ED 231 711 SO 014 762

DuVall, Charles R.; Rueff, Joseph A.
Guide to Free and Inexpensive Economic Education Materials.
Indiana Council for Economic Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Economics Education; Elementary Secondary Education; *Instructional Materials; *Resource Materials
IDENTIFIERS- *Free Materials

Over 65 free or inexpensive materials published by government agencies, businesses, and industries for elementary and secondary school economics education are presented in this annotated listing. Intended to help teachers obtain curriculum materials, the guide lists only those items determined suitable by the authors, who examined all materials in the bibliography. Each annotation is listed alphabetically by agency or firm and describes the kinds of materials available (booklets, catalogs, reports, etc.), basic economic concepts covered, and educational level. In addition to the listings in this guide, which represent the most current sources available, additional guides to free (sponsored) materials are also noted. Suggestions for writing for materials are included. Items are indexed according to firm, economic concept, and educational level (elementary only). (KC)

ED 231 726   SO 014 900

Mitchell, Linda G.
Changing Patterns in Consumer Behavior Engendered by the Changing Status of Women.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Consumer Economics; Economic Change; *Employed Women; Family (Sociological Unit); *Females; Homemakers; Literature Reviews; *Purchasing; Sex Role; Social Change; Social Science Research; *Socioeconomic Status; Spouses

A review of research suggests that female participation in the work force in the United States creates change in the socioeconomic status of women and thus in their consumer behavior. In 1950, 25 percent of married women were in the labor force; in 1975, 44 percent worked outside the home. The increasing number of married working women has led to the combination of the mother/housewife role with employment outside the home; this affects the lifestyle of the entire family unit. However, women with a modern orientation (all responsibilities are shared by marital partners) are less likely to enjoy housekeeping activities than are women with a traditional orientation (the husband is the provider and the wife cares for home and children). Employment moderates the housekeeping views expressed by both groups, each of whom is likely to spend little time in meal preparation, for example, when employed. Other research indicates that career women consider themselves broad-minded, dominating, frank, efficient, and independent; housewives depict themselves as kind, refined, and reserved. Also, working women and women who plan to work have more of a sense of partnership with their spouses than women who remain in the home. These changes in employment and lifestyles have affected consumer behavior. For many purchases, price is less important than convenience, availability, service, and time savings. Working wives have gained more equality with their husbands in decision making, a fact that has had impact on all industries. (KC)

ED 231 740 SO 014 930

Napier, John D.
Computer Literacy and Social Studies Teacher Education: Changes in Form and Content.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy; *Course Content; *Curriculum Development; Educational Needs; *Educational Objectives; Elementary Secondary Education; Ethics; Higher Education; *Social Studies; *Teacher Education; Technological Advancement
IDENTIFIERS- Computer Uses in Education

The impact of teaching computer literacy on the social studies curriculum, instruction, and teacher education is discussed. Social studies computer literacy objectives are organized into three components: awareness, understanding how computer technology affects individuals and society; acquisition, knowing how computers work and how to operate a computer; and application, employing computer technology to solve problems and develop intellectual skills. Some of the 17 objectives contained within these categories are to know historical events in the development of computers, understand their future impact on society, evaluate legal and ethical questions, know uses of computers in business and industry, know how to use computers as a tutor and to simulate events, write computer programs, and apply computer resources in making decisions. Although social studies content should examine historical, sociological, psychological, political, and economic implications, the legal and ethical questions related to computer use are of major concern. New instructional modes should include tutorial, drill and practice, simulation, and problem solving. Teachers should know the uses of computers for management, sources of computer hardware and social studies software and how to evaluate them, and how to write social studies computer assisted programs. Teacher courses should be offered at the undergraduate and graduate levels. (KC)

Schaiper, Len; DelForge, Clarence

Teacher Stress: An Analysis and Possible Solutions to Burnout.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Affiliation Need; Discipline; *Group Dynamics; Helping Relationship; Job Satisfaction; *Role Conflict; Self Concept; Self Evaluation (Individuals); Socialization; *Social Support Groups; Stress Variables; *Teacher Burnout; *Teacher Role; Teaching Styles; Teamwork
IDENTIFIERS- *Stress Management

The definition of teacher stress is presented along with a brief description of its manifestations. Statistics are offered regarding the causes and severity of teacher stress. A major focus is put upon the real role and ego ideal of teachers, chronic discipline problems, and frustration with poor student achievement. Three processes for helping to improve teacher job satisfaction are outlined: (1) team teaching; (2) matching of students and teachers according to learning style and teaching style; and (3) the development of an ongoing support system. The ongoing support system includes the formation of voluntary small groups, venting sessions, strength showing groups, concrete task groups, and social groups. (Authors/JD)

ED 231 771 SP 022 443

Waggoner, Edward F.
Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
PUB DATE- 25 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Attitudes; Educational Research; *Educational Researchers; Elementary School Teachers; Elementary Secondary Education; *Individual Characteristics; Principals; Research Methodology; Role Conflict; *Role Perception; Secondary School Teachers; *Teacher Attitudes; *Teacher Educators; Teacher Role

The positive and negative experiences a professional educator had in in the role of researcher are used to discuss several dilemmas that this dual role brings: presentation of self; preparation and conduct of the study; reciprocity for subjects; presentation of findings; researcher bias; and anticipation of concern. Several conclusions drawn were: (1) To most district administrators and elementary principals, acceptance of the research and/or research project was not based on whether or not the researcher was an educator; (2) Most district administrators felt that, whether the researcher worked for the district or came from outside, the researcher's background would not change their acceptance of him; (3) To district administrators, it did not make a difference whether the researcher was an administrator or teacher; (4) The researcher's personal appearance was important in giving an initial positive impression; and (5) The question of reciprocity appeared to loom largest in negotiating with teachers. Other items also discussed included: principals' concerns about the research, researcher credibility, and characteristics of the ideal researcher. (JMK)

ED 231 786 SP 022 646

Putnam, Joyce
Classroom Management and Organization: Teacher Decisions for Establishing a Learning Community Classroom.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Environment; *Classroom Techniques; *Decision Making; Elementary Education; *Elementary School Teachers; *Instructional Development; Student Behavior; Student Teacher Relationship; Teacher Effectiveness; *Teacher Response

A study was conducted to answer several research questions involving: (1) decision models used by teachers; (2) nature of preactive and interactive decisions made by teachers; (3) what governs teachers' decisions; (4) interaction between teachers' decision making and the need to maintain activity flow; (5) how teachers establish a "learning community" classroom; (6) key characteristics of the learning community classroom; and (7) characteristic pupil behavior in the learning community classroom. The background, rationale, procedures, and findings of an elementary school teacher, who viewed pupil outcomes as her goal and saw instructional interactions as her information processing priority, were examined. The classroom management and organization system developed and established by the teacher, called a "learning community," supported pupil and teacher on-task behavior. Findings in the areas of decision making, management and organization, and characteristics of the learning community classroom are discussed. (JD)

ED 231 802 SP 022 682

Sharpe, Joseph D.; Talbert, Gene
Inservice for Diverse Educators.
PUB DATE- 19 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College School Cooperation; *Extension Education; *Inservice Teacher Education; Needs Assessment; Rural Areas; *Rural Schools; School Districts; *Schools of Education; *Teacher Workshops
IDENTIFIERS- *Tennessee Technological University

The rural, sparsely populated nature of the service area for Tennessee Technological University (TTU) poses special problems for providing state-mandated inservice teacher education activities. Highly specific inservice at the district level is often impractical and prohibitively expensive. TTU hosts an annual two-day conference for regional school districts at which specific and general needs are assessed, and faculty members at TTU assist extensively in subsequent inservice activities. One program provided by TTU's Division of Extended Services was designed to meet needs of teachers in a rural school district with 10 schools--elementary, secondary, and vocational. Two short workshops, appropriate for a diverse group of educators and designed to meet their expressed needs, were developed. These workshops were oriented toward practical applications in schools and were applicable toward inservice, recertification, or elective credits towards a graduate degree. Two broad areas of interest were addressed: educational change in curriculum and methodology, and interpersonal needs. Each workshop included six days of class instruction, two additional field trips, and one special assignment. Teachers' ratings of the workshops indicated that they were effective and well-planned. (JD)

ED 231 817 SP 022 714

Palaich, Bob
Restructuring Careers in Teaching. Issuegram 41.
Education Commission of the States, Denver, Colo.
PUB DATE- 15 Apr 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Development; *Career Ladders; Developmental Stages; Differentiated Staffs; Elementary Secondary Education; Incentives; Inservice Teacher Education; Master Teachers; Teacher Employment; *Teacher Evaluation; *Teacher Promotion; *Teaching (Occupation); *Teaching Experience

One approach to raising the appeal of the teaching profession ties diagnostic evaluations to promotions and creates a career ladder for teachers. Changes in career opportunities for teachers may be possible, if proposals like those prepared in North Carolina by the Charlotte-Mecklenberg school district or in the state of Tennessee are widely adopted. Both proposals link evaluations of teaching practice to advancement and establish long-term opportunities for teachers. The Charlotte-Mecklenberg school district plan promotes continuing professional development and encourages outstanding performance by all teachers. This career structure proposes different levels of teachers. Beginning teachers would be "provisional teachers" who, after time, graduate to "career candidates." and then to "first-level," "second-level," and "third-level" career teachers. Evaluation and training would take place at all levels for all teachers. Tennessee's Master Teacher Proposal defines four levels of teachers: apprentice, professional, senior, and master. All teachers would have a five-year license at one of these levels. This master teacher program would institute a new pay system and, for certain levels, a longer contract year. Both proposals allow teachers to choose career paths and provide incentives for good teaching practices. (JMK)

Educating a Profession: Competency Assessment.

American Association of Colleges for Teacher Education, Washington, D.C.

PUB DATE- Apr 83
AVAILABLE FROM- American Association of Colleges for Teacher Education, Order Department, Suite 610, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Beginning Teachers; *Competency Based Teacher Education; Educational Responsibility; *Education Majors; *Evaluation Methods; Higher Education; Preservice Teacher Education; Schools of Education; *Student Evaluation; Student Teachers; Teacher Education Programs; *Teacher Evaluation

The responsibility for ensuring that beginning teachers are competent to teach in the nation's classrooms should be that of teacher education institutions, according to the American Association of Colleges for Teacher Education (AACTE). Teacher education institutions must employ an assessment system that: (1) assesses specific competencies as early as possible in the candidate's program; (2) employs multiple assessment methods; and (3) monitors student progress continually. Decisions based on multiple assessments should reduce the number of high-risk students while retaining students for whom potential for success has been manifested in a variety of ways. The AACTE document "Educating a Profession: Profile of a Beginning Teacher" outlines competencies that should be assured by graduation from an approved teacher education program and provides a framework for a competency assessment program. Recommended times for assessing prospective teachers' competency include: (1) admission into the teacher education program; (2) enrollment for each subsequent semester; (3) admission into student teaching; (4) graduation from the program; and (5) first year of employment. The model described above is outlined in a chart that indicates what should be addressed, by whom, and by what methods at different points in the program. (JMK)

ED 231 847 TM 830 363

Special Report on Pupil Achievement 1981-82 for Bryan Adams High School, and Robert E. Lee Elementary School, and Northwest Subdistrict. In Three Parts .

Dallas Independent School District, TX. Dept. of Research, Evaluation, and Information Systems.

REPORT NO.- IS82-000-001; IS82-000-174; IS82-000-261

PUB DATE- Jul 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Numerical/Quantitative Data (110)

DESCRIPTIONS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; School Districts; *School Statistics; *Scores; *Tables (Data); Testing Programs; *Test Norms; Test Results

IDENTIFIERS- Assessment of Baseline Curriculum; Basic Objectives Assessment Tests; Comprehensive Tests of Basic Skills Spanish; Iowa Tests of Basic Skills; Metropolitan Readiness Tests; Tests of Achievement and Proficiency; Texas Assessment of Basic Skills

Each year, through its system-wide testing program, the Dallas Independent School District collects and reports assessment data on the achievement of its pupils. The data are summarized in a variety of ways in different reports to meet the needs of a particular audience. The three reports in this year's series were produced by computer, using a programmable page printer. Tables containing summaries of achievement data have been modified, and new tables have been added. Throughout the reports there is an absence of interpretations and conclusions, and the reader is cautioned against making generalizations based on the limited data displayed. Each report contains an introduction; a description of tables, some of which are unique to a particular report; school related data, including teacher and student variables, attendance data, and survey data of 1981 graduates (for the high school reports); and achievement data, norm-referenced results of the specific tests administered by each school. Tests used included the Metropolitan Readiness Test Level 2, Iowa Tests of Basic Skills, Comprehensive Tests of Basic Skills Espanol, Tests of Achievement and Proficiency, Assessment of Baseline Curriculum, Basic Objectives Assessment Tests, and Texas Assessment of Basic Skills. Glossaries in each report explain terms used throughout. (LC)

ED 231 863 TM 830 414

Adams, Kay A.
Aggregating Qualitative Data for Cross-Site Analysis.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Content Analysis; *Data Analysis; Guidelines; *Research Methodology; *Research Needs; *Research Problems; *Site Analysis; Statistical Analysis
IDENTIFIERS- *Aggregation (Data); Conceptual Frameworks; Intuition; Parameter Identification; *Qualitative Data; Qualitative Studies; Unit of Analysis Problems

The first step in aggregating qualitative data is to establish parameters for cross site analysis. Establishing parameters should include: (1) building a conceptual framework, (2) defining units of analysis, (3) developing core questions, and (4) establishing guidelines for handling unique features in each site. Two basic approaches to analyzing qualitative data are examined: the structured and the intuitive approach. Structured analysis uses content analysis, coding frameworks, and statistical analysis to analyze data. Intuitive analysis uses progressive focusing, emerging issues, auditing, and data exclusion to analyze data. It would be very difficult to aggregate data across multiple sites using solely an intuitive approach, yet the structured approach is too restrictive for most studies. The ideal is to merge the flexibility of intuitive analysis with the systematic nature of structured analysis. Features encompassed in the integration of intuitive and structured qualitative analysis are presented. (PN)

ED 231 879 TM 830 487

Meskauskas, John A.
Standard-Setting: State of the Art, Future Prospects.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Evaluation Criteria; *Evaluation Methods; *Research Methodology; Research Needs; *Research Problems; *Standards; *Summative Evaluation
IDENTIFIERS- *Standard Setting

This paper presents the author's responses to nine questions addressed to the standard-setting symposium participants. A central theme in this assessment is that one cannot clearly demonstrate a priori, that either a normative or a content-referenced approach is superior. Most methods used to date have been insufficiently grounded in psychological theory. Others have been inconsistent in the application of the theoretical base implicit to the method to the standard-setting problem. The concept of the minimally qualified candidate is discussed and found wanting from a theoretical perspective. It is proposed that standards be set in relation to the content being assessed. Characteristics of improved methods which would be firmly based in psychological theory are discussed. Two new methods for setting standards are suggested. (PN)

ED 231 894 UD 022 826

Rosario, Juan; Jackson, Edison
A Proposal for the Establishment of the Newark School for Technology.
A Preliminary Concept Paper.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); Associate Degrees; *College School Cooperation; Computer Science Education; *Educational Objectives; High Schools; Individualized Instruction; Liberal Arts; Postsecondary Education; *Program Development; Program Proposals; *School Administration; Technical Education
IDENTIFIERS- Essex County College NJ; Newark Board of Education NJ; *Newark School for Technology NJ

The Newark (New Jersey) Board of Education and Essex County College propose the establishment of the Newark School for Technology, a secondary and higher education institution that would develop the intellectual talents of students who wish to pursue a challenging and rigorous academic program. Designed to address articulation problems within the educational system, the proposed school seeks to encourage student mobility from secondary to college levels by providing a fully articulated curriculum for urban students who have completed the eighth grade. The flexible program will consist of: (1) a developmental phase, which will prepare students to cope with a challenging academic program; (2) a pre-associate phase, in which students will complete high school requirements, as well as language course work and tertiary level course work in mathematics, science, computer technology, and the liberal arts; and (3) an associate phase, in which students will complete associate degree requirements. The program aims to provide students with several options upon completion of their studies, including opportunities to continue their education beyond the associate degree, even while being fully employed. This paper describes the proposed program design, curriculum, and procedures for student admission, faculty recruitment, governance, and resource allocation. (Author/MJL)

ED 231 909 UD 022 856

Accelerated Academic Program for Low Achievers. A Program Designed to Raise Aptitude and Achievement of Low-Achieving Elementary Students, August, 1977 - May, 1980.

Holly Springs Municipal Separate School Dist., MS.

SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Gains; Class Size; Cognitive Ability; *Cognitive Development; Cognitive Style; *Compensatory Education; Educational Diagnosis; Educationally Disadvantaged; Learning Problems; *Low Achievement; Primary Education; *Program Effectiveness; Student Teacher Ratio; Teacher Aides; Teacher Education
IDENTIFIERS- *Accelerated Academic Program for Low Achievers; *Cognitive Therapy

In a study of cognitive therapy as a strategy for compensatory education, fourteen low-achieving first graders in the Holly Springs Separate School District (Mississippi) were assigned to treatment conditions consisting of a teacher trained in cognitive therapy, an aide, and a small class size. The therapy relied upon a clinical tutorial model involving identification of cognitive skill deficiencies and tutoring to eliminate the deficiencies in stepwise, hierarchical order. For grade two, the subjects were assigned to a teacher who was untrained in cognitive therapy, and the trained aide from the first year. In the third year, the experimental subjects were assigned to a regular classroom with a larger class size, while the control group during the first two years was exposed to the experimental conditions of cognitive therapy and a small class size. Achievement testing at the end of the study indicated that experimental subjects showed greater gains than controls after first grade, and continued to outperform the control group during second grade, even with minimum cognitive therapy input. Achievement differences in the third year (when experimental and control groups were switched) were not readily observable. The research demonstrated the importance of teacher training in using cognitive therapy as a compensatory education approach. (MJL)

ED 231 504 PS 013 566

Bowman, Barbara T.
Do Computers Have a Place in Preschools.
PUB DATE- 25 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comprehension; *Computer Literacy; *Computers; Early Childhood Education; *Educational Innovation; *Educational Needs; *Metacognition; *Microcomputers; Teacher Role; *Young Children
IDENTIFIERS- LOGO System; Papert (Seymour)

There is reason to doubt that computers are currently revolutionizing schools, for few advances have been made in how lessons are either organized or presented. Until recently, most of the early childhood community had considered computers to be too impersonal for young children and too time consuming for teachers. That view has changed somewhat due to fairly recent advances in use that indicate computers can be employed by children to teach themselves. As a result, many schools now routinely provide upper elementary grade-school students the opportunity to "play" with computers. Advocates of the use of computers in schools make four points crucial to planning their educational uses: (1) to interact, computer and child must have a common language; (2) to engage the computer, the child must learn to think the way computers think; (3) children must have a problem-solving attitude that emphasizes creativity and experimentation; and (4) teachers introducing children to computers must themselves have an interactive relationship with computers. An elaboration of these four points suggests implications for early childhood education; additionally, to insure that children are ready to join the computer revolution emphasis on play, problem solving and self-directed learning must continue; investigations must go forward to initiate computer literacy, and social inequalities deepened by the computer age must be addressed. (RH)

ED 231 519 PS 013 706

Freedberg, Louis
America's Poisoned Playgrounds: Children and Toxic Chemicals.
Conference on Alternative State and Local Policies, Washington, DC.
REPORT NO.- ISBN-0-89788-074-9
PUB DATE- 83
AVAILABLE FROM- Conference on Alternative State and Local Policies,
2000 Florida Avenue, N.W., Washington, DC 20009 (Paper, $5.95;
discount available on quantity orders.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- *Children; *Environmental Influences; *Health; Lead
Poisoning; *Parks; Pesticides; *Playgrounds; *Poisons; Public Policy
IDENTIFIERS- Arsenic Poisoning; *Health Hazards; Wood Preservatives

Next to chemical and farm workers, today's children are at the greatest risk from toxic chemicals. Through their normal play activities, children are exposed to a frightening array of toxic hazards, including lead, pesticides, arsenic, and unknown dangers from abandoned landfills and warehouses. Through a series of documented examples, the author of this discussion suggests the need for new policies to be set by public officials at both the state and local levels. These policies concern the determination of playground area sites, construction settings, and maintenance, as well as closure and clean-up of abandoned industrial sites. Also described are extensive policy recommendations dealing with reducing the dangers of (1) parks built on landfills, (2) lead deposits in freeway parks and playgrounds, (3) pesticides used in playgrounds, and (4) wood preservatives in playground equipment. (MP)

ED 231 535 PS 013 745

Suchorsky, Kathleen A.
Do New Parents Know What Developmental Activities Should Be Employed during Their Child's Early Years to Facilitate Reading Readiness?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Parent Attitudes; Parent Education; *Parent Role; *Preschool Children; Preschool Education; Questionnaires; *Reading Readiness; Surveys
IDENTIFIERS- New Jersey

A survey questionnaire consisting of 14 multiple-choice questions was prepared in order to measure parents' knowledge in the area of reading readiness skills and to determine their views of themselves as their children's teachers. The questionnaire was distributed to 160 middle-class parents residing in New Jersey. A total of 123 responded. Questionnaires were tallied to ascertain the basic attitudes of parents toward beginning reading development, and results were analyzed to determine the informational needs of parents. It was found that many parents were ignorant of reading development activities for very young and preschool children. Approximately half of all parents erroneously thought coloring and counting contributed to reading development. One parent in four did not understand that visual stimulation, categorizing, and rhyming contribute to reading development. The vast majority of parents felt that categorizing belongs in the classroom rather than in the home. (RH)

ED 231 550 PS 013 772

Roscoe, Bruce

Neglected Children: Understanding, Identifying and Working with Their Parents.

PUB DATE- 81
LANGUAGF- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Neglect; Elementary Secondary Education; *Helping Relationship; *Identification; *Intervention; *Noninstructional Responsibility; Preschool Education; *Teacher Role
IDENTIFIERS- *Educational Neglect

Children who experience neglect require immediate help because severe deprivation can affect all aspects of children's development. Parental behaviors indicative of child neglect include failure to (1) feed children adequately, (2) insure adequate medical care, (3) maintain good personal hygiene, (4) clothe children appropriately, (5) supervise and protect children, and (6) provide adequate shelter. Additional signs of neglect in the educational area are failure to (7) insure that children have an opportunity to learn, (8) adhere to designated school hours, (9) participate in school activities, and (10) keep scheduled appointments. In identifying neglect, educators should look for patterns of these behaviors rather than isolated instances. Teachers should recognize and accept the likelihood of slow progress in improving the neglectful situation. If neglect is severe, teachers should immediately notify the local department of social services. On an informal level, various additional actions can be taken, such as explaining to parents the possible legal consequences of inadequate child care and helping parents keep their fears and anxieties from growing out of proportion. (RH)

ED 231 565 RC 014 090

Robb, Gary M., Ed.
The Bradford Papers. Vol. III. Proceedings from the 1982 Institute on Innovations in Camping and Outdoor Education with Persons Who are Disabled.
Indiana Univ., Bloomington. Dept. of Recreation and Park Administration.
PUB DATE- 83
AVAILABLE FROM- Indiana University/Bradford Woods, 5040 State Road 67 N, Martinsville, IN 46151 ($8.00 each; set of vols. 1-3, $15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accessibility (for Disabled); Adolescents; Adults; Adventure Education; *Camping; Children; *Disabilities; Exercise; *Experiential Learning; Heterogeneous Grouping; Holistic Approach; Individualized Education Programs; Leadership Training; Mainstreaming; Observation; Orienteering; *Outdoor Activities; *Outdoor Education
IDENTIFIERS- Environmental Camp for Handicapped and Others MA

Third in a series of papers resulting from the Annual Institute on Innovations in Camping and Outdoor Education with Persons Who are Disabled, this volume consists of 12 articles reflecting innovative efforts to bring exciting outdoor based programs to persons with disabilities. Addressing leadership training, innovative program approaches, and area-equipment-facility accessibility, the articles cover the following topics: the Individualized Education Plan in the outdoor environment as an inservice approach; current practices in training and continuing education; observer tools (e.g., Cheffers' Adaptation of the Flanders Interaction Analysis System and the Individual Response Gestalt) to supplement a program evaluation; cost effectiveness of a 4-day wilderness camping experience for adult acute psychiatric patients; the holistic program at ECHO (Environmental Camp for Handicapped and Others) in Goshen, Massachusetts; the value of heterogeneous groupings for the personal growth wilderness adventure; total physical fitness for persons with disabilities using circuit training (exercises that improve muscle strength, endurance, and flexibility, and cardiovascular endurance); risk training as an educational tool; heritage arts within outdoor education experiences; modifiying wheelchairs for compass use; the ropes course at Bradford Woods; and access to recreation for persons with disabilities. The volume concludes with some insights into the Institute's planning and development. (NQA)

ED 231 622 SE 041 908

Beek, C.; And Others

Going Metric: Is It for You? A Planning Model for Small Manufacturing Companies.

Birch & Davis Associates, Inc., Silver Spring, Md.
SPONS. AGENCY- United States Metric Board, Arlington, VA.

PUB DATE- Jun 82
CONTRACT- RFPA-MEB-81-684
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTIONS- Adult Education; *Industry; *Manufacturing; *Measurement; *Metric System; *Planning

This booklet is designed to aid small manufacturing companies in ascertaining the meaning of going metric for their unique circumstances and to guide them in making a smooth conversion to the metric system. First is a brief discussion of what the law says about metrics and what the metric system is. Then what is involved in going metric is discussed in detail in terms of three major stages: (1) a rough analysis to determine whether it is worth looking at the question in greater detail; (2) conversion planning, in which estimates in the first stage are refined and specific decisions on how to proceed with conversion are made; and (3) actual conversion, in which the companies begin actually using metrics and checking their results. A list of other sources of information is provided. (MNS)

ED 231 652 SE 042 184

Intergovernmental Oceanographic Commission Summary Report. Twelfth Session of the Assembly (Paris, France, November 3-19, 1982).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Climate; Conferences; Environmental Education; Foreign Countries; Global Approach; Higher Education; Marine Biology; *Natural Resources; *Oceanography; Postsecondary Education; *Program Descriptions; Science Education; *Scientific Research; *Water Pollution
IDENTIFIERS- *Marine Education

Summarized in this report are the discussions which took place during the twelfth session of the Intergovernmental Oceanographic Commission (IOC) Assembly. Summaries are provided in 15 sections: opening comments; administrative arrangements; adoption of triennial commission report; ocean sciences; ocean services; training, education, and mutual assistance in the marine sciences; implications for the IOC of developments in international affairs; mid-term plan, program, and budget; structure and function of commission and its regional subsidiary bodies; agreements with other organizations of the United Nations system and other bodies; Brunn memorial lectures; elections; dates of future conferences; adoption of the report; and closing statement. Eight appendixes are also included, providing: the conference agenda; the 22 adopted resolutions; conference addresses; lists of IOC member states, commission officers, and state-member representatives on executive council; guidelines for the structure and responsibilities of IOC subcommissions; abstracts of 1982 Anton Brunn memorial lectures (focusing on ocean science for the year 2000); a list of participants; and a list of acronyms/abbreviations. (JN)

ED 231 667 SE 042 209

McDaniels, David K.

Solar Thermal Power.

American Association of Physics Teachers, Stony Brook, NY.

PUB DATE- 82

AVAILABLE FROM- Issue-Oriented Modules Project, AAPT Executive Office, Graduate Physics Building--SUNY, Stony Brook, NY 11794 (single copies free of charge; pay postage costs).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *College Science; Electricity; *Heat; Higher Education; Optics; *Physics; *Power Technology; Science Education; Science Experiments; *Solar Energy; *Thermodynamics

IDENTIFIERS- *Energy Conversion

The different approaches to the generation of power from solar energy may be roughly divided into five categories: distributed collectors; central receivers; biomass; ocean thermal energy conversion; and photovoltaic devices. The first approach (distributed collectors) is the subject of this module. The material presented is designed to familiarize students with: the breakdown of solar radiation into its direct and diffuse components; selected elementary principles of optics; the operation of two important solar thermal electric schemes--the central receiver and the distributed collector approach; several ways in which heat can be stored; and why there is a fundamental limitation upon the conversion of thermal energy to useful work. The module is divided into four sections with two appendices. Sections consist of: (1) an introduction; (2) discussions of solar radiation; (3) discussion of concentrating collector systems; and (4) conclusions which focus on the physical/economic limitations of solar thermal electric power generation. Reviews of elementary optic principles and heat/thermodynamics are presented in the two appendices. Two experiments (measurement of the direct component with a solar cell and set up of a long, linear concentrating collector to evaluate its concentration factor) and question/problem sets are included. (JN)

ED 231 682 SO 014 657

Day, Harlan R.
Interfacing the Videocassette Tape with the Apple II Microcomputer.
PUB DATE- 30 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Curriculum Development; Curriculum Evaluation; *Economics Education; Intermediate Grades; Teacher Developed Materials; *Videotape Cassettes
IDENTIFIERS- Apple II; *Interface System

An economics learning package which utilized a videocassette recorder (VCR) and an Apple II computer was successfully developed and field tested. The videocassette tape material used in the project was a lesson--"To Buy or Not To Buy"--from "Trade-Offs," a series of economics films for 9- to 13-year-olds. All programming was done using the computer language BASIC. The interface between the VCR and the microcomputer was developed by an electrical engineering student at Purdue University. The homemade interface device costs a fraction of what commercial interface packages cost. The learning package, which consisted of (1) introduction and pretest, (2) viewing of the "Trade-Offs" film, (3) questions and instruction on concepts covered in the film, and (4) posttest, was field tested with sixth graders from a private school. Students were tested individually, and each completed a questionnaire. Students seemed genuinely pleased with the materials; some learning about economics did take place (the average pretest score was 59% correct, the average posttest score was 78% correct); and there were very few technical problems. (RM)

ED 231 712 SO 014 765

Arons, Stephen
Compelling Belief: The Culture of American Schooling.
PUB DATE- 11 Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Freedom; Bureaucracy; *Censorship; *Community Control; Cultural Influences; *Educational Legislation; Elementary Secondary Education; Family School Relationship; Freedom of Speech; Moral Values; *Public Education; Socialization; Textbook Content; *Textbook Selection
IDENTIFIERS- Majority Role; Pico v Island Trees Union Free School District

Majority control of schooling undercuts the freedoms of expression and belief which are central to the First Amendment and to the political health of our society. In education, First Amendment rights can only be guaranteed insofar as choice is actually available to dissenting families. However, battles over public orthodoxy are observable in family efforts to secure home education, in government regulation of private schools, and in the conflict over curriculum content and book censorship. Two illustrations are "Pico v. Island Trees Union Free School District" and the Texas Textbook Proclamation. The Supreme Court case affirmed that in book selection and curriculum decisions the majority may force its values on the minority in the name of "community." The Texas Textbook Proclamation sets official guidelines to publishers for the content of textbooks. Because Texas is one of the largest buyers of textbooks and because the guidelines are subjective and vague, publishers give in to the pressure not to offend values and ideological preferences of organized political or cultural censors. Thus, the only reasonable response is the separation of school and state, a move which would guarantee the same government neutrality and parental choice as the separation of church and state. (KC)

ED 231 756 SP 022 361

Rosner, Frieda C.; Weber, Wilford A.
Teacher Competency Assessment: New Directions in NTE.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Classroom Techniques; Higher Education; Program Evaluation; *Standardized Tests; Teacher Certification; *Teacher Effectiveness; Teacher Evaluation; *Test Construction; *Test Format; *Test Items
IDENTIFIERS- *National Teacher Examinations

A review of the National Teacher Examinations (NTE) has focused on the Commons Examinations component. The Commons, now named the National Teacher Examinations Core Battery, tests general knowledge, communication skills, and professional knowledge in three separate tests. Users may select portions of the tests that best suit their needs at various checkpoints in the teacher's development, thus achieving a greater flexibility in test administration and a more unified measure of achievement. A revision of the tests' contents places new emphasis on the beginning teacher's knowledge of the context and process of teaching. Long-range revision plans call for the development of additional tests in classroom management, human relations skills, instructional design, and observation skills. Reviews of professional literature on classroom management have been prepared, and a large number of managerial strategies (62) have been identified and described. Various test formats are now being examined. (JD)

ED 231 772 SP 022 446

Lave, Janice S.; And Others
An Evaluation of the American Cancer Society Elementary School Public Education Programs.
Indiana Univ., Bloomington. Center for Health and Safety Studies.
SPONS. AGENCY- American Cancer Society, Inc., New York, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cancer; *Curriculum Evaluation; Elementary Education; *Health Education; Health Programs; *Instructional Materials; Material Development; *Physical Health; Program Implementation; *Public Health; Smoking; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Early Start to Good Health Curriculum; *Health Network Curriculum

Two curriculum kits developed by the American Cancer Society, "An Early Start to Good Health" (K-3) and "Health Network" (4-6), were evaluated. Subjects of the study were 26 elementary school teachers and their students. Volume 1 of this report offers an overview of the evaluation findings on both kits and two outside evaluations of the programs. Volume 2 presents a description of the evaluation design and details the contents of the materials in the four units comprising "An Early Start to Good Health." Specific findings are reported on each unit, including responses from a teacher questionnaire and data from teacher and student interviews. A summary of findings is given and the instruments used in the evaluation are appended. Volume 3 follows the format of the second volume, presenting comprehensive information on specific findings for "Health Network," the second kit. An analysis of the readability and comprehension levels of both curriculum kits is included in this volume. Volume 4 reports findings of a survey on how teachers used both curriculum kits and implemented the programs in their classrooms. (JD)

ED 231 787 SP 022 647

Nussbaum, Claire A.; Smith-Lawrence, Paula
Computer Assisted Integration of Preservice Teacher Education Through Interpretive Structural Modeling (ISM).
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Oriented Programs; Education Courses; Elementary School Teachers; Higher Education; *Practicums; Preservice Teacher Education; Problem Solving; *Teacher Education Curriculum; *Vertical Organization
IDENTIFIERS- *Interpretive Structural Modeling

An application of Interpretive Structural Modeling (ISM), a computer-aided method used to assist groups in studying and analyzing complex problems, was used to develop a hierarchy of various components taught in the Teacher and Practicum Elementary (TAPE) program, a 24-semester hour undergraduate teacher training option. The ISM process breaks down TAPE course subjects into units, places them in hierarchical order on a grid, and compares corresponding items for contribution to each other. Eventually, a hierarchy relating all components to each other is generated. The ISM has several advantages: (1) It enables an instructional team to generate a preliminary hierarchy of components with a minimum of time involvement; (2) The computer logic involved often sheds light on the interrelationships of components, within an instructional system, that are not immediately obvious when groups work together intensively; (3) The product of the program spurs further creative effort and instructional integration with a minimum amount of time involvement; and (4) The hierarchy generated by the program can eliminate duplication of effort and enable planned, deliberate reinforcement of concepts throughout the program of instruction. (JMK)

ED 231 803 SP 022 686

Jewett, Ann E.
Naturalistic Inquiry: A Theoretical Perspective.
PUB DATE- 9 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Curriculum Research; *Evaluation Criteria; *Holistic Approach; Holistic Evaluation; *Instructional Design; *Physical Education; *Research Methodology; Research Utilization; Teaching Methods
IDENTIFIERS- *Naturalistic Research

A critique is presented of naturalistic inquiry as a scholarly activity or as an alternative research paradigm directed toward extending knowledge of physical education curriculum and instruction. Four questions are posed: (1) What is the value perspective of naturalistic inquiry? (2) What are the phenomena of interest? (3) What are the customs/rules of inquiry? and (4) How does it affect practice? Each of these questions is examined as it pertains to investigation and research in the field of curriculum design and development and instructional approaches in physical education. It is concluded that the predominant value perspective of naturalistic inquiry is humanistic and that the phenomena of major interest are the holistic nature of curriculum and instruction, the curriculum process, and contextual variables. It is also concluded that its rules of inquiry are those of qualitative approaches of the social sciences, with particular attention to the investigator as the research instrument and that its major effects on practice will be increased attention to theory-building and broadening of the focus of concern. (JD)

ED 231 864 TM 830 417

Comparison of Dearborn and State Attainment on the 1980-81 and 1981-82 Michigan Educational Assessment Program by Skill Areas and Objectives. Grades 4, 7 and 10. Bulletin No. 1200.

Dearborn Public Schools, Mich.

PUB DATE- 26 Feb 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTIONS- Achievement Gains; Instructional Improvement; Intermediate Grades; *Item Analysis; Mathematics Achievement; Reading Achievement; *School Districts; Secondary Education; *State Programs; State Standards; Statistical Analysis; *Testing Programs; *Test Results

IDENTIFIERS- Michigan (Dearborn); *Michigan Educational Assessment Program

A comparison of the results of grades 4, 7, and 10 of the Dearborn Public Schools and the state attainment on the Michigan Educational Assessment Program (MEAP) by skill areas and objectives is described. The contents include (1) Dearborn versus state MEAP attainment results, (2) comparison of MEAP results with previous MEAP results of same groups of students, (3) comparison of skill area attainment, (4) analysis of 4th grade MEAP results by objectives, (5) analysis of 7th grade MEAP results by objectives, (6) analysis of 10th grade MEAP results by objectives, and (7) test item analysis. State 1981-82 MEAP test item analyses for grades 4, 7, and 10 in mathematics and reading are presented in the appendix. (PN)

ED 231 880 TM 830 496

Strom, Bruce; And Others
The Course Structure Inventory: A Classroom Personality Measure.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Classroom Research; *College Instruction; *Course Organization; *Difficulty Level; Higher Education; Personality Measures; Predictive Measurement; *Student Attitudes; *Test Anxiety; Test Construction; Test Validity
IDENTIFIERS- Confounding Variables; *Course Structure Inventory; Structured Activities; Tolerance; *Trait Anxiety

Increasing emphasis is being given to the construct of course structure in educational research. The Course Structure Inventory (CSI) was designed to measure this construct as a unitary dimension made up of student attitudes toward varying degrees and kinds of structure (ACS). In addition to measuring ACS, the CSI has the added advantage of measuring student tolerance for course difficulty (TFD) as an independent dimension, thereby avoiding the problem of confounding measures of structure and difficulty. The reported research sought to extend the validation of the CSI through correlating its measures with other personality traits commonly investigated in educational research. The ACS subscale was found to be significantly negatively correlated with a measure of arousal seeking tendency; the TFD subscale was significantly negatively correlated with a measure of test anxiety, but not with a measure of trait anxiety. These findings are discussed, along with earlier research findings involving the CSI, in concluding that the CSI is a useful measure of situational classroom personality. A copy of the CSI is included in the report. (Author)

ED 231 579 RC 014 185

The Hispanic Population of the United States: An Overview. A Report Prepared for the Subcommittee on Census and Population. U.S. House of Representatives, 98th Congress, 1st Session. Committee Print 98-7.

Library of Congress, Washington, D.C. Congressional Research Service.

SPONS. AGENCY- Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 21 Apr 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)

DESCRIPTIONS- Access to Education; Bilingual Education; Census Figures; *Court Litigation; Demography; Educational Discrimination; Educational Legislation; *Educational Trends; Elementary Secondary Education; *Employment Patterns; Employment Statistics; Enrollment; Equal Opportunities (Jobs); *Health; *Hispanic Americans; *Housing; Housing Discrimination; Labor Force; Postsecondary Education; Private Schools; State Action; Use Studies

IDENTIFIERS- *United States

Utilizing Census data primarily accumulated prior to the 1980 Census, the report provides a demographic profile of Hispanics in the United States. The 10 chapters examine and report findings in 4 key policy areas: education, employment, health; and housing. Information covers such topics as regional distribution of Hispanics; age; income; educational access and achievement; private and public elementary and high school enrollment; students' geographic location; postsecondary education enrollment; language characteristics; the language barrier; the Bilingual Education Act; evaluation of Title VII (Elementary and Secondary Education Act); state efforts to improve educational access; state appropriations; the National Assessment of Educational Progress Study; American Institutes for Research (AIR) report; the Children's English and Services Study; Hispanic participation in the U.S. labor market; changes in the Hispanic labor force; relative unemployment; employment; occupational distribution; historical employment trends; employment problems (education, duration of and reasons for unemployment); access to and utilization of the health care system; and Hispanic housing (physical adequacy, affordability, tenure, location, displacement, and discrimination). Forty-one key court decisions in the four policy areas are reviewed, e.g., Lau v. Nichols, University of California Regents v. Bakke, Gomez v. Pima County, Espinoza v. Farah Manufacturing Co., Guerra v. Bexar County Hospital District, and Village of Arlington Heights v. Metropolitan Housing Department Corp. (NQA)

ED 231 593 RC 014 203

Smith, E. Jimmy
Manpower Training Coordinators Project. Final Report. Experimental Project in Vocational Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS. AGENCY- South Carolina Governor's Office, Columbia.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Agency Cooperation; *Business; Community Cooperation; Diffusion (Communication); Education Work Relationship; Experiential Learning; Higher Education; *Job Placement; *Linking Agents; Networks; Rural Areas; *School Community Relationship; Secondary Education; Vocational Education; Vocational Followup; *Work Experience Programs
IDENTIFIERS- Comprehensive Employment and Training Act; South Carolina

On June 1, 1980, the South Carolina Department of Education, Office of Vocational Education, entered into a contractual agreement with the Governor's Office, CETA Division, for the purpose of operating a Manpower Training Coordinators Program in 10 school districts serving rural areas. The project was designed to establish and maintain effective linkage contacts and coordination between vocational education and business and industry, job service, CETA, vocational rehabilitation, technical education, other educational institutions, and community concerns. The final evaluation of the Manpower Training Coordinators Project indicates the most noteworthy results of the program were that: a sound and functional job placement program was established and developed in each location; business/industry, state/local agencies, higher education, and community leaders became closely involved with the vocational programs and made positive input; positive linkages were established between the vocational education centers and the communities served; an informal communications network was established and developed at each site; and vocational students benefited from the activities of the coordinator, and skills were obtained to assist in the school-to-work transition. Using seven assumptions of success, the Office of Vocational Education assumed the program was successful and recommended potential funding be considered for as many sites as possible. (AH)

ED 231 607 RC 014 226

Mireles, S. Raymond
Self-Image Development: A Chicano Enfasis. Self-Programmed Counseling and Self-Programmed Control. Instructor's Guide = Desarrollo de la Imagen Propia: Enfasis en el Chicano. Sistema de Consejo y Control Auto-Programado. Manuel del Profesor.
East Los Angeles Coll., Calif.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 73
LANGUAGE- English; Spanish
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Academic Achievement; Check Lists; *Counseling Techniques; Emotional Development; Higher Education; *Individual Development; Learning Activities; *Mexican American Education; Mexican Americans; Program Development; Program Evaluation; Records (Forms); Resource Units; *Self Esteem; *Study Skills; Success; Teaching Guides
IDENTIFIERS- California; *Chicanos; Project USTED

Self-Programmed Counseling, the instructor's guidance, and Self-Programmed Control (SPC), the student's response, was initially developed by Title III Project USTED (United Students and Teachers for Educational Development) for Mexican American students on academic probation to use on a non-credit, special group counseling basis. As part of a regular college credit class, the offering was expanded and made available to all students with equally effective results. The approach, defined at the beginning of each of several series of exercises, is included in this manual as an integral part of a motivational, study skills development course. However, it has application to all students and classes where personal and emotional development may be a factor in the accomplishment of a class objective. This instructor's manual (in English and Spanish) includes not only individual student responses, student class responses, but also instructor workshop results. Chapter 1 discusses the 4-chain hypothesis of self esteem, language, time, and place limitations. Chapter 2 describes SPC, or behavior change through feedback, concentration, and visualization. Chapters 3-7 contain exercises series, with many examples for each; Chapter 8 looks at the development of SPC. Chapter 9 provides a course evaluation, and Chapter 10 is made up of a multitude of instructor forms and checklists. (AH)

ED 231 637 SE 042 073

Strategies. Teacher's Guide.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- *Computer Oriented Programs; Discovery Learning; *Educational Games; Elementary Secondary Education; Learning Activities; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Middle Schools; Pattern Recognition; Problem Solving; Programing; Teaching Guides; Units of Study; Worksheets
IDENTIFIERS- *Calendar (Computer Program); *Guess My Strategy (Computer Program); Math Network Curriculum Project; *Nim Rater (Computer Program); *Nim Speak (Computer Program)

This document is the second of seven units developed by the Math Network Curriculum Project. Each unit, designed to be a 2-week module, is a teacher's guide which includes detailed directions along with the courseware and software needed. Teacher intervention in the non-computer activities that begin each unit is required, and the consistent use of small-group instruction makes the units usable in a standard classroom if two microcomputers are present. Continuing the exploration of Easy Speak which students began in the Input-Output Unit, the Strategies Unit emphasizes discovering, inventing, and expressing in the Easy Speak language strategies for playing the game of Nim. At the beginning of the unit, students play Nim informally and then try to guess strategies which various computer programs use. The emphasis is not on finding one best strategy, but on discovering and inventing different kinds of strategies through pattern recognition and invention. Printed copies of the code for the Guess My Strategy, Nim Speak, Nim Rater, and Calendar Game computer programs are included. Guess My Strategy is a continuation of the attempt to guess the strategies used by the computer. Nim Speak allows students to teach the computer to play Nim using some strategy. With Nim Rater (written by Jerry Lane), students try for one of three ratings; they must win three games against the computer, which is using a perfect strategy. In the Calendar program (written by Lynne Alper and Bill Finzer), a variation of Nim, students take turns choosing dates later in the year; the one who arrives at December 31 wins. It thus challenges students who know the winning strategy for Nim. The programs were developed for use on a Commodore PET Computer with at least 16K of RAM using 4.0 BASIC. (MNS)

ED 231 697 SO 014 720

Crawford, LouEllen; Sidener, Nancy L.
Women's Formal Education and Economic Growth: The Case of the Philippines.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Comparative Analysis; Economic Development; *Economic Progress; Educational Attainment; *Education Work Relationship; Employed Women; Family Role; Foreign Countries; *Human Capital; Professional Occupations; Sex Role; Social Science Research; *Womens Education
IDENTIFIERS- *Philippines

Research indicates that the education of Philippine women pays off in the economic growth of the country. Previous research which examined women's contribution to national income in six countries indicated that levels of educational attainment and levels of per capita national income were positively or moderately associated in five of the countries (the United States Japan, Sweden, Colombia, and Egypt). In the Philippines, however, where women had a higher educational attainment than in the other five countries, the economic development of the country was relatively low. The present research determined that the Philippines should be compared with countries with similar levels of per capita income. Therefore, a 35-country survey was undertaken using the same hypothesis as the previous research. Results illustrate that Philippine women's education is at least moderately associated with the country's growth indicators. Philippine women comprise a large portion of educational enrollment, labor force participation, and occupational distribution. In 1980, women represented 22 percent of the workers in the highest paying educational sector and 60 percent in the second highest paying sector. Women outnumber men in professional, technical, and related jobs within the civil service. Factors which contribute to the high visibility of women include influence from the U.S., the original high status of Philippine women, egalitarian family structure, and role freedom. (KC)

ED 231 727 SO 014 901

Hayes, Cheryl D., Ed.; Kamerman, Sheila B., Ed.

Children of Working Parents: Experiences and Outcomes.

National Academy of Sciences - National Research Council, Washington, DC. Panel on Work, Family, and Community.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-309-03348-9
PUB DATE- 83
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($16.50 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010) Collected Works - General (020)
DESCRIPTIONS- *Academic Achievement; Adolescents; *Child Development; Childhood Attitudes; Child Rearing; Children; Dual Career Family; *Employed Parents; Employed Women; Family Environment; Family Income; *Family School Relationship; Literature Reviews; Longitudinal Studies; One Parent Family; Parent Child Relationship; *Peer Relationship; Research Needs; Social Change; *Socialization; Social Science Research; Socioeconomic Status; Tables (Data); Television Viewing; Young Adults

This report, a continuation of "Families That Work: Children in a Changing World," presents six papers which examine the effects of working parents on the socialization and intellectual development of children. Data were obtained from approximately 75 sources which met the following criteria: information from two or more relevant domains (government policies, the workforce, the family, etc.), large sample size, data on varied or special populations, sample drawn from more than one political jurisdiction or geographic region, longitudinal or cross-cohort designs, and machine readable data. Because of lack of data on fathers' employment, many analyses are limited to the consequences of maternal employment. The six papers analyze peer relationship in children of working parents; work status, television exposure, and educational outcomes; parental employment and the family-school relationship; children's access to support and services outside the school; and the effects of mothers' employment on adolescent and early adult outcomes. The general conclusion is that parental employment is not a uniform condition with consistent effects on all children in all families. Income, race, and family structure as well as the special characteristics of the child and the supportive services available to the family seem to be far more important than whether their mothers work in determining how children develop. Specific research needs and a compendium of existing data sources are included. (KC)

ED 231 741 SO 014 981

Berg, Roger
Analytical Criteria for Microcomputer-Based Simulation/Games.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Curriculum Development; Educational Objectives; Educational Research; Elementary Secondary Education; *Evaluation Criteria; *Games; Literature Reviews; *Microcomputers; Program Effectiveness; Research Needs; *Simulation; Social Studies; Technological Advancement
IDENTIFIERS- *Computer Uses in Education

Written for practitioners, curriculum developers, and researchers, the document presents evaluation criteria which were developed from an extensive review of research along with the experiences of the author with microcomputer social studies simulation games. The major portion of the document presents the review of research according to seven concerns: definitions of microcomputer-based social studies simulation games, effectiveness of the games, effectiveness of computer-based education, methods for reviewing simulation games, methods for reviewing computer software, instructional theories related to computer-based education, and methods for reviewing social studies simulation games specifically. The second part of the document presents four categories of questions to use when evaluating software programs. The first group of questions is directed toward the new user and the second group assumes some level of computer literacy on the part of the user. Both groups are concerned with computer programs in general. The third group of questions focuses on social studies simulation games specifically: what social science concepts are being taught, how the algorithm is flowcharted, how much flexibility is possible, what skills are used by the learner, and what kinds of group skills might be promoted. The last list provides questions for researchers and curriculum developers which concern objectives, adaptability, affective outcomes, graphics, and necessary changes in school organization. (KC)

ED 231 818 SP 022 715

Miller, Stephen K.
The History of Effective Schools Research: A Critical Overview. Working Draft.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Educational Attitudes; *Educational Environment; Educational History; *Educational Research; Elementary Secondary Education; Equal Education; Evaluation Criteria; *Institutional Characteristics; Minority Groups; Political Influences; Public Opinion; Research Methodology; *School Effectiveness; School Role; *Socioeconomic Influences; Students; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- Coleman Report

This paper traces the development of research concerning effective schools and provides a critical, synthesizing overview of various research strands. Strands of research included are self-concept, teacher expectations, democratic-authoritarian leadership, various uses of the term "school climate," input-output production models (with particular emphasis on the 1966 Coleman Report), econometric studies, case studies, and status attainment literature. The paper stresses the converging lines of these various research perspectives and discusses methodological issues which were involved in the gradual change in the public's attitudes, from "schools do not make a difference" to "schools can make a difference." The issue of educability is raised with respect to possibilities for large-scale educational improvement based on the effective schools research. Two opposing values, economic efficiency and equity-effectiveness, are related to beliefs about the distribution of ability. It is suggested that educational policy and school improvement are determined more by political and economic choices than by research on state of the art school effectiveness. A 16-page bibliography is included. (JMK)

ED 231 833 SP 022 818

Ashton, Patricia T.; And Others
A Study of Teachers' Sense of Efficacy. Final Report, Executive Summary.
Florida Univ., Gainesville.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-79-0075
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Basic Skills; *Classroom Environment; Classroom Research; Elementary Secondary Education; Middle Schools; Secondary School Teachers; Self Concept; *Self Evaluation (Individuals); Student Behavior; Student Teacher Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teaching Conditions
IDENTIFIERS- *Teacher Efficacy Study

A conceptual framework for the study of teachers' sense of efficacy was used to determine the extent to which teachers believed they could influence student learning. The framework was based on an extensive review of research literature on teaching, an ethnographic comparison of 2 organizationally different middle schools, and a process-product study of 48 high school basic skills teachers. Significant relationships among teacher efficacy, student-teacher interaction, and student achievement were found. Teachers with high efficacy attitudes tended to maintain high academic standards, concentrate on academic instruction, monitor students' on-task behavior, and develop a warm, supportive classroom environment, and their students had higher achievement test scores than did students of teachers with low efficacy attitudes. Current conditions in the school--isolation, uncertainty, powerlessness, and lack of economic rewards and social recognition--appeared to be factors that contribute to a low sense of efficacy in teachers. School organizational structures of teaming, multi-age grouping, and collegial decision-making among teachers appeared to be school factors that may increase teacher efficacy. Further research of teacher efficacy should be conducted within the contexts of teacher education, school organizational structure, beginning teacher socialization, and parent-teacher relations. (Author/CJ)

ED 231 848 TM 830 364

Nagel, Stuart S.
Ethical Dilemmas in Policy/Program Evaluation.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Ethics; Evaluation Methods; *Evaluation Needs; Evaluation Utilization; Evaluators; *Policy Formation; *Program Evaluation; *Research Problems; Standards; *User Satisfaction (Information)

In this context, ethics refers to a set of normative standards for resolving dilemmas that policy analysts or evaluators often face with regard to what they should do in performing their roles in the interests of societal desirability. The dilemmas relate to: (1) prediction versus prediction plus prescription; (2) evaluation versus evaluation plus diverse replication; (3) whether or not to work to maximize the interests of a political party/special interest group; (4) focusing on intended consequences versus all consequences; (5) efficiency versus equity; (6) cost incurring versus cost saving in research; (7) whether or not to share one's raw data-sets; (8) research validity versus questionable findings that are not sufficiently questioned; and (9) whether or not to put people at risk in policy evaluation. On the basis of this analysis one can possibly arrive at an overall conclusion that policy evaluators operating on a high level of professional responsibility should seek to develop optimum policies and to do optimum research. Optimum policies refer to policies that maximize societal benefits minus societal costs. Optimum research refers to research that maximizes beneficial new knowledge minus the cost of obtaining it. (PN)

ED 231 895 UD 022 830

Perrone, Vito
A Commemoration of Progressive Schools: Past and Present.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTIONS- Educational Change; Educational History; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Higher Education; *Progressive Education; Teaching Methods
IDENTIFIERS- *Dewey (John)

This paper traces the development of progressivism in American education, a movement that emphasizes the development of all the native capacities of each child, instead of just teaching reading, writing, and the gathering of facts. Focusing first on the post-Civil War period, the author discusses reformists' early arguments against the linear curriculum chain, rote learning, and the formalism and increasing centralization of schools--conditions that resulted from the movement to universalize education. The author then discusses 19th and 20th century progressive reformists and reform movements. Identifying John Dewey as having given the movement its intellectual leadership, the author briefly considers Dewey's theories and the progressive schools that these theories inspired. The paper also examines the decline of educational progressivism during the Depression, and its resurgence in the 1960s. It is suggested that renewed interest in progressivism in the 1960s has not been potent enough to challenge the narrow and technocratic educational formulations that are again dominating thinking about schools. Today, the author stresses, teachers, administrators, and parents must return to the teachings of the early progressivists, and work to reaffirm a liberating view of education. (MJL)

ED 231 910 UD 022 857

Caught in the Web: Misplaced Children in Chicago's Classes for the Mentally Retarded.
Designs for Change, Chicago, Ill.
SPONS. AGENCY- Wieboldt Foundation of Greater Chicago, Ill.
PUB DATE- Dec 82
AVAILABLE FROM- Designs for Change, 220 South State Street, Suite 1616, Chicago, IL 60604 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Black Students; *Educationally Disadvantaged; Educational Malpractice; Educational Responsibility; Elementary Secondary Education; *Grouping (Instructional Purposes); Hispanic Americans; *Labeling (of Persons); *Mild Mental Retardation; Public Schools; School Role; *Student Evaluation; *Student Placement
IDENTIFIERS- *Chicago Public Schools IL

This report examines the problem of misclassification of children into classes for the educable mentally handicapped (EMH) in the Chicago (Illinois) Public Schools. The report claims that 7,000 out of 12,000 students assigned to EMH classes do not belong there and could be moved back to regular classes with extra help; most of these misclassified students are black. The nature and scope of Chicago's misclassification problem are described and contrasted with the problem in other large cities. The history of efforts to end misclassification is provided. Major ingredients of an effective solution to the problem, based on experts' opinions, are also considered as are deficiencies in Chicago's reclassification project. Finally, a series of specific recommendations are offered as to essential changes needed to correct the project, and suggestions are given as to what parents, educators, and members of the public can do to help make these changes happen. Appended to the report are tables, school data about EMH misclassification, and other data relating to reform efforts of Chicago's EMH program. (AOS)

ED 231 520 PS 013 707

Peterson, Sarah; Ayabe, Carol
Kindergarten Entrance Age Requirements: Mesa Public Schools Research and Evaluation Tech Memo.
Mesa Public Schools, Ariz.
PUB DATE- 28 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Action Research; *Admission Criteria; *Board of Education Policy; *Kindergarten Children; Primary Education; *School Entrance Age; *School Holding Power; School Readiness; Sex Differences; Surveys; *Teacher Attitudes
IDENTIFIERS- Arizona (Mesa)

In the Mesa, Arizona, public schools, 4-year-old children with birthdays during the period from September to December were allowed to enter kindergarten if they passed the district screening test. Kindergarten teachers disagreed with this policy and recommended that, with no exceptions, the district no longer enroll 4-year-old children. Subsequently, a survey was sent to all kindergarten teachers in the district in order to solicit their opinions regarding kindergarten entrance requirements. It was found that 90 percent of the teachers believed that children should be allowed to enter kindergarten only if they were 5 years of age by September 1. In addition, a large percentage of the teachers believed that chronological age was the best criterion for determining a child's readiness. Over 40 percent of the teachers indicated they would support entrance of a 4-year-old child if that child passed a developmental readiness test. Since teachers recommended fewer 4.5-year-olds than 5- to 5.5-year-olds be retained in kindergarten, the survey data did suggest that age should not be the sole criterion for kindergarten entrance. Data further suggest that the social and emotional maturity of the youngest children are relevant admission criteria. Findings indicate that in all three age groups more boys than girls were recommended for kindergarten retention; these sex differences reached statistical significance in the 5- to 5.5-year-old age group only. (RH)

ED 231 536 PS 013 746

Sugarman, Susan
The Development of Inductive Strategy in Children's Early Thought and Language.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 82
GRANT- NICHHD-PHS-5-P01-HD05951; NSF-BNS-8118223; NSF-BNS-8212137
AVAILABLE FROM- Laboratory of Comparative Human Cognition, Center for Human Information Processing, University of California, La Jolla, CA 92093 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Classification; *Cognitive Development; *Concept Formation; *Generalization; Grammar; *Induction; Infants; Language Acquisition; *Preschool Children; Preschool Education
IDENTIFIERS- Developmental Patterns; Sense of Reality

Preliminary evidence indicates that children begin to generalize knowledge in a new way at approximately 3 years of age. Forty children between 1.5 and 3.5 years of age were given two tasks of graded complexity. The first and simpler task used four nonoverlapping classes, each composed of four identical objects. Two of the classes were tagged with stickers hidden underneath. The second task used four crossed classes, each composed of four objects plus a fifth "unrelated" class. In this task, stickers were attached to two disjunctive classes. In both tasks, children were asked to determine which objects had stickers. The major finding was that, as age increased, the frequency of children's selection and organization of untagged objects also increased. In the process of establishing a particular category, subjects appeared to test the limits of that category by examining instances they believed did and did not belong. Younger children examined only additional likely instances of a specific category. This developmental process appeared to occur in children's reasoning about reality and in their acquisition of grammar. Although when very young children were confronted with a novel event, they compared it with something familiar, by age 3 or so they examined how their analogies didn't work and drew out implications of what they hadn't seen. (Author/RH)

ED 231 551 PS 013 773

Genishi, Celia
Role Initiation in the Discourse of Mexican-American Children's Play.
SPONS. AGENCY- American Psychological Association, Washington, D.C.; National Inst. of Education (ED), Washington, DC.; Texas Univ., Austin. Research Inst.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Code Switching (Language); Discourse Analysis; *Dramatic Play; Incidence; *Interpersonal Competence; Mexican Americans; *Preschool Children; Preschool Education; *Pretend Play; Role Playing; Social Behavior; *Social Cognition; Spanish Speaking; Success; Videotape Recordings
IDENTIFIERS- Constructivism; Negotiation Processes; *Scripts (Knowledge Structures)

The discourse of Mexican-American preschoolers during sociodramatic play was investigated to learn what the children knew about the social world and how this knowledge was organized in their speech. The theoretical framework for the study was derived from two sources: the psychological construct of the script and the sociolinguistic view of play as social construction. Social play was defined as a state of engagement in which the successive, nonliteral behaviors of one partner are contingent on the nonliteral behaviors of the other partner. Six focal children selected to participate in the study were arranged in two triads of varied membership. Children were asked to play in the housekeeping area of a classroom and to pretend that the researcher was not present. Observations of 8 hours of play were recorded on videotape. Because plans and scripts were seldom found in the data, preliminary analysis of a portion of the transcribed tapes focused on negotiations and enactments in play behavior. Findings were considered in terms of the extent to which children represented scripts in their play, the relationship between code-switching and script enactment, the nature of children's enactments, and the incidence of successful enactments. (RH)

ED 231 623 SE 041 911

Andelfinger, Bernhard; Zuckett-Peerenboom, Rolf D.

Didaktischer Informationsdienst Mathematik. Thema: Proportion. Curriculum Heft 22. and Quellensammlung zu: Didaktischer Informationdienst Mathematik. Thema: Proportion. Dokumentation: Literaturnachweise 3. (Didactical Information Service for Mathematics. Topic: Proportion. Curriculum Text 22. and Source Materials for the: Didactical Information Service for Mathematics. Topic: Proportion. Documentation: Literature Review 3).

Landesinstituts fur Curriculumentwicklung, Lehrerfortbildung und Weiterbildung, Neuss (West Germany).

PUB DATE- 82

LANGUAGE- German

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Annotated Bibliographies; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Instruction; *Ratios (Mathematics); *Reference Materials; Secondary School Mathematics; *Teaching Methods; Textbooks

IDENTIFIERS- *West Germany

In 1979, a small team at the Landesinstitut Nordrhein-Westfalen Neuss, Federal Republic of Germany, started the Didactical Information Service for Mathematics in School (DID-M). They are developing a series of books containing information on and documentation for the most important mathematics topics for grades 5-10. Chosen as the first of these topics is ratio and proportion. The curriculum book provides information for teachers to bridge the communication gap between teachers and students, informs teachers about attitudes and concept attainment, and gives hints for teachers on how to bridge the gaps and for administrators on how to renew the curriculum for better bridging the gaps. Teaching concepts are described, the actual teaching situation is discussed, research results from systematic searches are analyzed, and teaching and learning concepts are compared. The supporting documentation book provides background materials and references with abstracts. (MNS)

ED 231 653 SE 042 185

Good, Thomas L.; Hinkel, Gail M.

Teacher Shortage in Science & Mathematics: Myths, Realities & Research. A Summary of a Conference Sponsored by the National Institute of Education (Washington, D.C., February 10-11, 1983).

Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- NIE-D-83-0002
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; Educational Improvement; Elementary Secondary Education; Higher Education; Master Teachers; *Mathematics Education; Mathematics Instruction; Mathematics Teachers; Problem Solving; Professional Recognition; Program Descriptions; *Research Needs; School Business Relationship; *Science Education; Science Instruction; Science Teachers; *Teacher Education; *Teacher Shortage
IDENTIFIERS- Mathematics Education Research; *Science Education Research

A shortage of certified and qualified science and mathematics teachers is one of the most visible and critical problems faced by our nation's schools. Because of the various approaches taken by different groups and agencies to solve the problem, the Improvement of Science and Mathematics Team (ISME) of the National Institute of Education (NIE) was established to identify and describe the most viable alternative to resolve the problem and to focus effort in that direction. The conference reported in this document (one of ISME's tasks) was designed specifically to identify salient elements of the national science/mathematics teacher shortage, add corollary data to the existing body of knowledge, and to influence and guide future NIE research in the area. During the conference paper presenters and discussants focused on possible myths surrounding the teacher shortage, the realities and research concerning science/mathematics education, and the programmatic solutions operated from within and outside of school settings. Included in this summary report are: five research, review, and analytical papers; three case studies of school responses to the teacher shortage; three case studies of business/community/education relationships; three views of the conference; and directions (recommendations) for action. References and list of conference contributors are also included. (JN)

ED 231 668 SE 042 210

Henriksen, Peter N.; Payerle, Paul
Sunburn and Sunscreens.
American Association of Physics Teachers, Stony Brook, NY.
PUB DATE- 82
AVAILABLE FROM- Issue-Oriented Modules Project, AAPT Executive Office, Graduate Physics Building--SUNY, Stony Brook, NY 11794 (single copies free of charge; pay postage costs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *College Science; Higher Education; High Schools; *Light; Photochemical Reactions; *Physics; Radiation; Radiation Biology; *Radiation Effects; Science Experiments; Secondary School Science; *Solar Energy; *Spectroscopy
IDENTIFIERS- *Sunburn

Sunlight (solar radiation) provides many beneficial contributions to mankind, including warmth and energy, vision and photoresponses, photosynthesis, and vitamin D synthesis. Along with these positive benefits attributed to solar radiation, there are also adverse effects. A particular adverse effect of current interest and concern which is addressed in this module, is over-exposure of human skin to solar radiation. The module is divided into four main topical categories: (1) the nature of, and how to detect, the presence and/or absence of radiation; (2) atmospheric filtering of solar radiation (considering photo ionization and photo disassociation); (3) adverse effects on human skin of over-exposure to solar radiation; and (4) commercially available products which claim to protect against over-exposure, and how to test the effectiveness of these products. Included within these categories are activities in which students build a spectroscope; measure the wavelength of radiation observed with the spectroscope; and use the instrument to establish the existence of ultraviolet radiation, observe broad band absorption, and observe radiation absorbed by commercially available sunscreens. The module, which contains the equivalent of 1 week's work for introductory college or advanced high school physics courses, concludes with a summary section. Suggestions for further study and discussion questions are included in this section. (JN)

ED 231 683 SO 014 665

Luborsky, Mark R.
Sisyphean Strategies for Aging Research: Cultural Constraints on Research.
PUB DATE- 7 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aging (Individuals); Definitions; *Ethnology; *Gerontology; *Retirement; *Scientific Research; Social Attitudes; Social Science Research

In an effort to demonstrate why good qualitative ethnography must be an equal partner in the process of building scientific knowledge, this study examined how the personal meanings assigned to the public concept of retirement affected the social actions of the elderly when they retired. The public and personal interpretations/meanings workers assign to the concept and practice of retirement were documented. Interviews were conducted with 44 persons prior to, at, and after retirement. Approximately 10% of those interviewed refused to describe themselves, or allow others to refer to them as, retirees. This category of workers who snub the notion of retirement conceptualized the whole idea and status of retirement differently than the other informants, e.g., they refused to participate in retirement ceremonies others wanted to provide for them; they did not see retirement as the end of a useful, productive life marked by the onset of dependencies and physical and mental disabilities. In previous research studies of a similar nature, adequate controls have not been provided for the effects of variable subjective interpretations of retirement. Factors which limited the number of volunteers to be interviewed in this study are briefly discussed. (RM)

ED 231 713 SO 014 766

Overly, Norman V.
Contributions of Ethnographic Research to Curriculum: New Harmony, IN. Exploring Settings as Source for Global/Community Curriculum.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Education; *Community Involvement; *Curriculum Development; Educational Anthropology; *Ethnic Studies; *Ethnography; *Local History; Program Descriptions; Research Methodology; Research Problems; Secondary Education
IDENTIFIERS- Ethnic Heritage Studies Program; Indiana (New Harmony)

An ethnographic project to develop a model for an ethnic studies program based on community education, community involvement, and a study of community history is described. The project took place in New Harmony, Indiana, a town of 600-700 persons with a strong European heritage, especially German. Part of the project staff was selected from the community, and an advisory council comprised 14 representatives from community businesses, institutions, agencies, and the general population. Project staff identified, collected, and developed German ethnic heritage materials relevant to New Harmony for secondary schools, teacher education programs, and community education programs. Activities included German language and culture classes for adults and secondary school students, community programs on German arts, exchange of students to and from Iptingen, Germany, and special programs for service and social clubs. Several insights into uses and problems of ethnography in curriculum development were gained. First, superficial consultation with community leaders who lead curricularists to think they know the community and have sufficiently involved the community will result in a curriculum that lacks relevance and goals that appear unimportant or ill-directed. Also, the incorporation of ethnography into the curriculum is itself an approach to ethnic awareness as students learn the skill of learning from others. (KC)

ED 231 757 SP 022 367

Collection of the Conclusions of the European Seminars Organised by the CDDS in 1982 and Approved by the CDDS in 1983.

Council of Europe, Strasbourg (France). Committee for the Development of Sport.

REPORT NO.- CDDS-(83)-Inf.-1-rev.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Athletic Equipment; *Athletics; *Childhood Needs; Competition; Conservation (Environment); *Energy Conservation; Foreign Countries; Immigrants; *Outdoor Education; Physical Education; *Physical Education Facilities; *Physical Fitness; Program Budgeting; Recreational Activities; Testing
IDENTIFIERS- France

This document reports on the conclusions and recommendations of the European seminars organized by the Committee for the Development of Sport, a subcommittee of the Council of Europe. The seminars addressed: (1) "Energy-saving Measures in Sports Facilities"; (2) "Access to Nature in Mountain Regions"; (3) "Sport for Immigrants"; (4) "Sport for Children"; (5) "Low-cost Sports Facilities"; and (6) an interim activity report on Eurofit, a physical fitness test battery. (JD)

ED 231 788 SP 022 648

Leary, Jim
The Effectiveness of Concerns-Based Staff Development in Facilitating Curriculum Implementation.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum Development; Curriculum Evaluation; Elementary Education; Elementary School Science; Foreign Countries; *Inservice Teacher Education; *Instructional Innovation; Needs Assessment; *Program Effectiveness; Program Implementation; *Staff Development; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Canada; *Concerns Based Adoption Model; *Levels of Use of the Innovation

Year one of a three-year curriculum implementation effort focused on facilitating curriculum implementation through diagnostic-prescriptive staff development guided by the concepts and tenets of the Concerns-Based Adoption Model. This curriculum implementation effort involved 12 kindergarten through sixth grade generalist teachers in an isolated Native elementary school in northern Canada. The curriculum innovation was a kindergarten through sixth grade provincial science curriculum. Various procedures and instruments used to assess Stages of Concern, Levels of Use, and Innovation Configuration are described, as is their specific use in assessing staff development needs. Also discussed are the evaluation of staff development efforts, and the assessment of the total effectiveness of the implementation effort. Among the conclusions reported is a finding that teacher Stages of Concern, Levels of Use of the Curriculum Innovation, and Configuration Use of the Innovation can be predictably influenced as a result of Concerns-Based Staff Development. (Author/JD)

ED 231 804 SP 022 687

Willard, Judy; Garner, Dale

Innovative Inservice: Excellence through Diversity.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Consultants; Consultation Programs; Elementary School Teachers; Financial Support; Higher Education; *Individualized Instruction; *Inservice Teacher Education; Needs Assessment; Professional Development; *Program Development; Program Evaluation; Secondary School Teachers; *Staff Development; *Teacher Attitudes; Teacher Improvement; Teacher Motivation

IDENTIFIERS- Alabama; *Brewton City School District AL

Brewton City (Alabama) school district administrators implemented the concept of an institution of higher education (IHE) person becoming involved in their schools' professional programs on a long-term basis. The IHE person became as familiar as possible with the school system and the personnel involved by talking with teachers, observing in classrooms, holding workshops, and developing, on the basis of needs expressed, a graduate course entitled, "Individualized Instruction." An on-going professional development program continued, using many consultants each year to assist staff in individualizing instruction and increasing motivation of both students and faculty in the learning process. Another professional development plan included 14 consultants providing faculty with guidance in subject areas, classroom management, and motivational instruction techniques. An added component of the professional development plan was the MINI-Awards (Maximum Incentive for Necessary Innovations) project, which funded a staff member for the expenses of developing and implementing an innovative professional project, up to a maximum of $600 per teacher. Evaluations of the Brewton professional development programs have found desirable changes in student and faculty behavior. (JMK)

ED 231 865 TM 830 419

Poulos, Nicholis

Evaluation of the Detroit Job Upgrading Program. 1981-1982.

Dearborn Public Schools, Mich.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Attendance; *Career Counseling; Dropout Prevention; *Dropout Programs; Evaluation Methods; Grade Point Average; *Individual Counseling; Pretests Posttests; *Program Effectiveness; *Program Evaluation; Quantitative Tests; Reading Tests; Secondary Education; Work Study Programs
IDENTIFIERS- California Achievement Tests; Detroit Public Schools MI

The Detroit Job Upgrading Program assists high school aged boys and girls who have dropped out of school, or who are considered to be potential dropouts, to reenroll and to progress satisfactorily until graduation. Students are also prepared for gainful employment in the nation's work force. The program is geared toward helping such youths make a viable readjustment to a normal school program through providing highly individualized personnel and career counseling, developing an awareness of school and job success factors, and providing a subsidized work experience which can serve as practical reinforcement for the learning experience. To assess the effectiveness of the program, annual pretest and posttest California Achievement Tests (CAT), pre- and post-program final grades, and numbers of absences were analyzed. Gains were achieved on the Reading Test of the CAT; report card grades and attendance records were improved. Based on the findings, it was concluded that the Detroit Job Upgrading Program was successful in achieving its purposes. Hence it was recommended that the project should continue to remain operational in its present form during the 1982-83 school year. (PN)

ED 231 881 TM 830 498

Mumford, Michael D.; Mendoza, Jorge L.
Range Restriction and Attenuation Corrections.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Mar 83
GRANT- NIH-HD-14244-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Correlation; *Measurement Techniques; Psychometrics; *Research Problems; *Statistical Analysis; *Statistical Bias; Test Reliability; Test Theory
IDENTIFIERS- *Correction for Attenuation; Magnitude Estimations; *Range Restriction; Sequential Estimation

The present paper reviews the techniques commonly used to correct an observed correlation coefficient for the simultaneous influence of attenuation and range restriction effects. It is noted that the procedure which is currently in use may be somewhat biased because it treats range restriction and attenuation as independent restrictive influences. Subsequently, an equation was derived which circumvents this difficulty and provides a more general solution to the problem of estimating the true magnitude of a correlation coefficient in data sets where these restrictive influences are operating. Finally, the nature of the bias induced by application of the common corrective technique is identified and related to the equation derived in the study at hand. (Author)

ED 231 505 PS 013 575

Integrated Nutrition Education: Senior High.
Illinois State Board of Education, Springfield.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.

PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Drug Abuse; *Health; High Schools; *High School Students; *Instructional Materials; Integrated Curriculum; *Learning Activities; *Nutrition Instruction; State Curriculum Guides
IDENTIFIERS- Illinois

Designed for implementation across the school year in existing curriculum areas, 18 nutrition activity units for high school students are provided. Each activity unit consists of a list of coordinated curriculum areas, a statement of objectives, guidelines for teachers, a list of learning activities, and bibliographic citations. Various supplements to each unit are included; these provide factual information, nutrition charts, materials for students (such as tests and opinion surveys), and other materials. Among other objectives, it is intended that the student learn to (1) analyze his or her own diet and become able to make choices to improve it; (2) recognize the effects of alcohol, drugs, and too much sugar on health; and (3) become aware of the vital role of protein in the body and recognize several ways to obtain this nutrient. Activities focus on basic nutrition as well as health-related aspects of nutrition. Included in appendices are lists of nutritive values in common portions of food; revised recommended dietary allowances; and free, low-cost nutrition education materials. (RH)

ED 231 566 RC 014 165

Education for Rural Development - A Portfolio of Studies. Volume 1: Education and the Rural Community.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

PUB DATE- 82

AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York NY 11036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Access to Education; Agency Cooperation; Community Education; *Community Involvement; Developing Nations; Dropouts; Educational Development; Educational Objectives; Educational Quality; Elementary Secondary Education; Females; Foreign Countries; Higher Education; Illiteracy; *Integrated Activities; Models; *Nonformal Education; *Rural Development; *Rural Education; School Holding Power; Socioeconomic Influences; Youth Clubs

IDENTIFIERS- *Asia; *Education Role; India; Indonesia; Nepal; Philippines; South Korea

The five studies on education for rural development are directed to teachers, administrators, and others concerned with education in rural areas in their efforts to raise the social and economic status of the rural poor. The Indian study discusses the problem of wastage at the primary school level (with specific reference to Tamil Nadu), and clearly reveals that socio-economic and psycho-educational factors cause a major percentage of educational wastage. The Indonesian study is intended to reorient rural education to the new goal of rural development, but finds that the income disparity between the rich and the poor tends to counteract the equalizing effect of education. The Nepalese report accepts that formal and non-formal education are the two most critical components of a development programme but sees these two components faced with many problems. The Philippines report emphasizes the importance of formal and non-formal education in solving rural problems, and reveals that although both have their own usage, total socio-economic development makes it imperative for both systems to inter-relate, starting at the community level. The report of the Republic of Korea finds that rural primary education is basically urban-biased and to a large extent irrelevant to rural life. (BRR)

ED 231 698 SO 014 723

Troyna, Barry
Multicultural Education: Emancipation or Containment?
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Youth; Comparative Education; Education Work Relationship; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Literature Reviews; Minority Groups; *Multicultural Education; *Racial Discrimination; Social Mobility; *Underachievement; *Unemployment
IDENTIFIERS- *United Kingdom

A review of research in the United Kingdom reveals that multicultural education does little to remove the employment obstacles which confront black youth; instead, racist practices operating in the recruitment and selection of labor play a significant part in determining the life changes of ethnic minorities. Multicultural education in the United Kingdom is based on the premise that if the academic performances of black youth are enhanced, then employment opportunities will increase. However, research indicates that of 300 employing establishments in England and Wales, over half did not specify formal qualifications. Those that responded indicated that they would consider applicants without the specified qualifications. Further, black unemployed tend to be better qualified than their white counterparts, a pattern which holds true for young black school leavers. Yet, a South London study reveals that unemployment among black school leavers is three times higher than among white school leavers. Clearly, employment institutions rather than the educational system perpetuate inequality. Informal (word-of-mouth) recruitment strategies exclude black youth from the opportunities available to white youth by maintaining the status quo in the ethnic composition of organizations. Thus, the emphasis on the promotion of minority life styles in the classroom, a key feature of multicultural education, will do little to remove the barriers which block black youths' chances at upward social mobility. (KC)

ED 231 742 SO 014 982

Schneller, Paul
Satellite Telecommunications in Education: An Overview of Related Organizations and Activities.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communications Satellites; *Educational Innovation; *Educational Technology; Higher Education; Information Networks; *Organizations (Groups); Technological Advancement; *Telecommunications; Television
IDENTIFIERS- Appalachian Education Satellite Project; Public Broadcasting Service; Satellite Instructional Television Experiment

An overview is presented of the organizations, institutions, and projects involved in the educational use of satellite communications. This paper is intended for use as a reference tool for educators rather than a means to discuss the implications of satellite communications for individuals and society. A description of the major components of satellite technology is followed by a discussion of 14 satellite related organizations. Examples of satellite based projects for educational purposes are explained, including the Satellite Instructional Television Experiment (SITE), Pan-Pacific Education and Communication Experiments by Satellite (PEACESAT), and Appalachian Education Satellite Project (AESP). Other examples are the University of the South Pacific, the University of the West Indies, Indonesia, and Alaska, all of which currently utilize satellites to supplement, enrich, and establish educational programs; and in the United States, ACSN: The Learning Channel, PBS Adult Learning Department, The Public Service Satellite Consortium, and the National University Teleconference Network, all of which deliver educational programming and experiences. Two projects, the National Committee for Internalizing Education through Satellites (NCIES) and the Wisconsin Classroom Project, are also described. These projects provide direct opportunities in culture and language study, international economics, politics, and world issues across national and cultural boundaries. A listing of existing satellite systems and their current status and a list of contacts are included. (LH)

ED 231 773 SP 022 448

Proceedings of the Annual Southwest Park and Recreation Training Institute (28th, Kingston, Oklahoma, January 30-February 2, 1983).

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; Community Cooperation; *Community Resources; Computers; *Hospitality Occupations; Labor Relations; Landscaping; Land Use; Leisure Time; Lobbying; Motivation Techniques; Natural Resources; Park Design; *Parks; Program Costs; *Recreational Facilities; Safety; *Turf Management; Visual Impairments; Volunteers

Summaries are given on conference workshops and sessions on the topics of: (1) computers and their use in parks and leisure service agencies; (2) maintenance; (3) private initiatives in county park systems; (4) community education workshops; (5) trees and shrubs for the urban environment; (6) adjustments to severe fiscal constraints; (7) improving recreation service for the blind and visually impaired; (8) legislative lobbying; (9) reorganization of metropolitan park and recreation systems; (10) how to get more out of community survey data; (11) weed and brush control in rights-of-way management; (12) employee discipline procedures; (13) personnel management--overcoming stereotypes; (14) risk management; (15) relations between neighborhood parks and residents; (16) selecting recreation and athletic field lighting; (17) trail design, construction, and maintenance; (18) administration and maintenance of public stadiums; (19) horse-mounted patrols; (20) working with volunteers; (21) the Texas Nature Conservancy; and (22) employee motivation. (JD)

ED 231 819 SP 022 716

Recreation for Me Too.
Alberta Social Services and Community Health, Edmonton.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adapted Physical Education; Athletics; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Individualized Instruction; *Learning Disabilities; Mental Retardation; Parent Teacher Cooperation; *Physical Disabilities; *Program Development; *Recreation; *Recreational Programs; Speech Handicaps; Visual Impairments

This five-part manual is concerned with recreational activities for disabled persons. The first part defines four terms commonly used in reference to the disabled--impairment, disability, handicap, and inconvenience. Reasons for including the disabled in recreational activities and for developing activities for the disabled, discussed in the manual's second section, include: (1) improved motor ability in basic skills; (2) higher level of physical fitness; (3) improved socialization skills; (4) increased happiness and feelings of self-worth; (5) improved academic skills; and (6) increased general awareness. The third part lists and describes common disabilities (mental retardation, emotional disturbance, learning disability, hearing loss, speech impairment, visual impairment, motor impairment, and other health impairments) and also explains how the conditions may affect participation in recreational activities. Dealing with parents is the topic of the fourth part. General guidelines for program planning and implementation are given in the fifth section; teaching methods and adaptation of activities and equipment are discussed. Also included in this manual is a bibliography of suggested readings. (CJ)

ED 231 834 SP 022 819

Ashton, Patricia T.; And Others
A Study of Teachers' Sense of Efficacy. Final Report, Volume I.
Florida Univ., Gainesville.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-79-0075
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Basic Skills; *Classroom Environment; Classroom Research; Elementary Secondary Education; Middle Schools; Secondary School Teachers; Self Concept; *Self Evaluation (Individuals); Student Behavior; Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teaching Conditions
IDENTIFIERS- *Teacher Efficacy Study

This document reports on the Teacher Efficacy Study, an investigation of teachers' sense of efficacy and the extent to which teachers believe that they can have a positive effect on student learning and achievement. Chapters discuss: (1) overview of the Teacher Efficacy Study; (2) the conceptual framework used for the investigation; (3) the Teacher Efficacy Study at the middle school level, investigating school organization; (4) measurement of teachers' sense of efficacy; (5) a process-product study of teachers' sense of efficacy; (6) strategies for improving teachers' sense of efficacy; (7) efficacy and the teacher's analysis of efficacy and teacher roles; (8) efficacy, uncertainty, and status panic; (9) a qualitative study of efficacy; and (10) the teaching profession, its risks, and implications for the future. Eight figures and 55 tables accompany the text as does an extensive bibliography. (CJ)

ED 231 849 TM 830 365

Watts, D. Michael
Exploring Pupils' Alternative Frameworks Using the Interview-about-Instances Method.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Basic Vocabulary; Classroom Environment; *Classroom Research; Cognitive Style; Concept Formation; *Data Collection; Elementary Secondary Education; Foreign Countries; *Interviews; Research Methodology; *Science Education; *Science Teachers; *Scientific Concepts
IDENTIFIERS- England (Surrey)

Based on the Kellian view of constructive alternativism (that the meanings of any idea are not fixed, but vary from individual to individual), this paper describes a technique for exploring school children's conceptions of common physical phenomena to allow science educators (1) to appreciate the alternative conceptions of their students and (2) to provide learning experiences whereby these conceptions might be modified. The Interview-about-Instances (IAI) method is a technique for eliciting these meanings. The IAI technique consists of tape-recorded dyadic discussions with a student, using a deck of cards (concerned with the applications of one word), as a focus. The method elicits a range of responses revealing the breadth and manner of use of the chosen word. Designing a deck of IAI cards, the process of elicitation, and the transcription of interviews are discussed. Outcomes of the technique, illustrated for the concept "force," are presented. (PN)

ED 231 896 UD 022 831

Marciniak, Ed

Reviving an Inner City Community: The Drama of Urban Change in East Humboldt Park in Chicago.

Loyola Univ., Chicago, Ill. Dept. of Political Science.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 77

AVAILABLE FROM- Institute of Urban Life, 14 East Chestnut Street, Chicago, IL 60611 ($2.95 prepaid), and Discourses, Department of Political Science, Room 601, Loyola University, 820 N. Michigan Avenue, Chicago, IL 60611.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Community Development; *Community Involvement; *Community Planning; Inner City; *Neighborhood Improvement; Political Issues; Socioeconomic Influences; Urban Demography; Urban Problems; *Urban Renewal

IDENTIFIERS- Illinois (Chicago); *Illinois (East Humboldt Park); National Center for Urban Ethnic Affairs; *Program for Improvement IL

In 1974, residents of East Humboldt Park, one of the oldest working class communities in Chicago, Illinois, gathered together in a common effort to reverse the process of urban decay and deterioration in their community. With the help of a hired consultant, the citizens planned the future of their community, a process that was completed in 1976, and resulted in a three year program for improvement of the area. Activities during the planning process intersected with many of the forces that affect urban life including political leadership, flight to the suburbs, downtown business interests, religious institutions, rekindling of old neighborhoods, the upward mobility of in-migrants, racial and ethnic transition, the traffic of new expressways, and comprehensive planning for the city as a whole. This report focuses on the dilemmas that the planners faced in relation to these forces, and the strategies that they adopted to resolve emergent problems. The report concludes by discussing the comprehensive neighborhood plan that the community planners formulated, entitled "Program for Improvement: 1977-1980." The program is described as an alternate strategy for inner city neighborhood improvement, that does not require replacement of poor and moderate income residents with an established middle class. Potential problems and prospects for implementation of the program are explored. (MJL)

ED 231 911 UD 022 858

Catalog of Instructional Materials in Bilingual/Bicultural and ESL, 1983-1985.

California State Dept. of Education, Sacramento.

PUB DATE- 83
AVAILABLE FROM- California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.85 plus 6 percent sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Bilingual Education; *Bilingual Instructional Materials; Catalogs; Chinese; Elementary Secondary Education; *English (Second Language); *Instructional Materials; Korean; *Multicultural Education; *Multicultural Textbooks; Resource Materials; Second Language Instruction; Spanish
IDENTIFIERS- California State Department of Education

This catalog provides price lists and order forms for State-adopted instructional materials for Bilingual/Bicultural and English as a Second Language (ESL) programs in the State of California. The catalog lists publications available from the California State Department of Education. Names of publishers, copyright date, grade levels, term/year, cost, and State ordering code are indicated for each publication. (AOS)

Lewis, Ted; Edington, Everett D.
Small District Teacher Study. Executive Summary. Monograph No. 2.
New Mexico State Univ., Las Cruces. Center for Rural Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Anglo Americans; Career Planning; *Community Satisfaction; *Faculty Mobility; Family Influence; Females; Hispanic Americans; Life Style; Males; Marital Status; Quality of Life; *Rural Schools; School District Size; Small Schools; *Teacher Characteristics; Teacher Motivation; Teacher Recruitment; *Teacher Selection; *Teacher Transfer
IDENTIFIERS- *New Mexico

The study investigates the relationship of small district teacher aspirations, career patterns, residential preferences, biographic characteristics, motivations, and perceptions of organizational and community factors to teacher turnover intentions in selected small districts in New Mexico in the spring 1983. The population studied included 262 full-time teachers employed during the 1982-83 school year in the school districts in New Mexico which had a membership of less than 300 students. A total of 231 responses were received (38% male, 62% female, 20% Hispanic, and 79% Anglo/Non-Hispanic). Using mobility intent as the variable, the following was indicated: 75% intended to teach in their present districts during the following year, 11% intended to leave the districts, and 15% were undecided (52% of the respondents were 100% sure of their intentions). A significant relationship was found between mobility intent and marital status, career goal, and location of previous service in other districts. Recommendations include that administrators wishing to reduce turnover rates should: recruit teachers with community ties or those who would be likely to develop positive ties; and consider the prospective teachers' career goals. (AH)

ED 231 594 RC 014 204

Oversight of Indirect Costs and Contract Provisions of the Indian Self-Determination and Education Assistance Act. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *American Indian Education; *American Indian Reservations; *Community Development; *Community Resources; *Economic Development; Elementary Education; Hearings; *Self Determination; Tribes
IDENTIFIERS- Congress 97th; Contract Schools; *Indian Self Determination Education Assistance Act

The purpose of the oversight hearing was to hear from administration and tribal witnesses on the implementation of the Indian Self-Determination and Education Assistance Act (Public Law 93-638), which was signed into law on January 4, 1975. The hearing focused on five concerns of the legislation: (1) the new draft regulations pending publication for comment which amend Bureau of Indian Affairs regulations implementing P.L. 93-638; (2) the method for determining the secretarial level of funding for a P.L. 93-638 contract in the first and subsequent years of operation; (3) the administrative, incremental, or indirect cost problems associated with 638 contracts and recommendations for necessary changes in the system to assure continued tribal desire to operate programs; and (4) the problems associated with the indirect cost rate and recommendations for necessary changes. Thirty-three representatives offering testimony to the hearing included spokespeople from: National Congress of American Indians; Department of Interior; Rock Point School, Arizona; Alamo Navajo School Board, New Mexico; Association of Contract Tribal Schools; Lake Superior Band of Chippewa Indians; Passamaquoddy Tribe; Fort Hall Business Council; Papago Tribe of Arizona; and Penobscot Nation. Written documentation submitted to the hearing is also attached. (ERB)

ED 231 608 RC 014 227

Mireles, S. Raymond

Self-Programmed Counseling and Self-Programmed Control Manual. A Guide to Self-Image Development with Emphasis on the Chicano Student. Student's Guide = Manual de Sistema de Consejo Auto Programado y Control Auto Programado. Una Guia Para el Desarrollo de La Imagen Propia Con un Enfasis en el Estudiante Chicano.

East Los Angeles Coll., Calif.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 73
LANGUAGE- English; Spanish
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Academic Achievement; Check Lists; *Counseling Techniques; Emotional Development; Higher Education; *Individual Development; Learning Activities; *Mexican American Education; Mexican Americans; Program Development; Program Evaluation; Records (Forms); Resource Units; *Self Esteem; *Study Skills; Success
IDENTIFIERS- California; *Chicanos; Project USTED

Self-Programmed Counseling, the instructor's guidance, and Self-Programmed Control (SPC), the student's response, was initially developed by Title III Project USTED (United Students and Teachers for Educational Development) for Mexican American college students on academic probation to use on a non-credit, special group counseling basis. As part of a regular college credit class, the offering was expanded and made available to all students with equally effective results. The approach, defined at the beginning of each of several series of exercises, is included in this manual as an integral part of a motivational study skills development course. The publication is presented as a systematic, historically supported method of assisting in the development of positive thinking associated with study skills development leading to educational success of the Mexican American student. It is designed to provide a structured framework which permits creativity and further provides a corrective mechanism made possible by the sharing of results with students, instructors, and the program. This student's guide (written in English and Spanish) contains chapters discussing personal and scholastic development, barrio needs, and SPC control exercises. Four chapters contain exercises series, and the last chapter contains class checklists, survey forms, and a student questionnaire. (AH)

ED 231 638 SE 042 074

Business. Teacher's Guide.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- *Business; *Computer Oriented Programs; Consumer Education; Elementary Secondary Education; Learning Activities; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Middle Schools; Problem Solving; Programing; Teaching Guides; Units of Study; Worksheets
IDENTIFIERS- *At Your Service (Computer Program); Math Network Curriculum Project; *Tutor (Computer Program)

This document is the third of seven units developed by the Math Network Curriculum Project. Each unit, designed to be a 2-week module, is a teacher's guide which includes detailed directions along with the courseware and software needed. Teacher intervention in the non-computer activities that begin each unit is required, and the consistent use of small-group instruction makes the units usable in a standard classroom if two microcomputers are present. The Business Unit continues the work begun with Easy Speak in the Input-Output Unit, but in this unit students use the language to construct business simulations (simplified versions of programs like Lemonade) for other students to use through the network. At the beginning of the unit, students use input-output machines to discover relations between prices charged and amounts sold. They apply this skill to analyzing simplified computer simulations and finally they invent their own simulations. Printed copies of the code for the Tutor and At Your Service computer programs are included. Students use the Tutor program (designed by Diane Rezak), to find the rule for hours worked in terms of rate. At Your Service allows students to create a business simulation game involving hours worked and rate charged. Both programs were developed for use on a Commodore PET Computer with at least 16K of RAM using 4.0 BASIC. (MNS)

ED 231 728 SO 014 902

Chapman, John M., Ed.
Multicultural Education: Suggested Classroom Activities.
Michigan State Board of Education, Lansing.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Cultural Awareness; *Educational Objectives; Elementary Education; Ethnic Groups; Experiential Learning; Group Activities; Junior High Schools; *Learning Activities; *Multicultural Education; Needs Assessment; Program Implementation; *Resource Materials; Role Playing

Learning activities, objectives, and resource materials for multicultural education in grades K-9 are presented. The document consists of six parts in addition to the introduction (Part 1). Part 2 includes a definition of multicultural education and curriculum goals, and student goals approved by the Michigan State Board of Education. Part 3 provides over 200 pages of learning activities classified by the following objectives: (1) developing a positive self-image through understanding one's own and other cultures; (2) understanding various ethnic groups; (3) appreciating individual and cultural differences; (4) preparing for productive participation in one or more cultures; (5) desiring to contribute to a culturally diverse world; (6) respecting the freedom and dignity of individuals in a complex world; and (7) recognizing a spectrum of career choices and culturally evolved lifestyles. Within each goal, activities are organized by grade level cluster: K-3, 4-6, and 7-9. Students are involved in examining characteristics of ethnic groups through experiential learning, research, group activities, reading, and writing. Parts 4 and 5 list relevant books and other Michigan resources, and Part 6 suggests procedures to strengthen multicultural education. Appendices include a policy statement on multicultural education, needs assessment instruments, a district plan of action, an instrument to evaluate textbooks, and information on the role and procedures of an advisory committee. (KC)

ED 231 758 SP 022 370

Mertz, Robert J., Ed.
Systematic Planning for School Improvement. Dissemination Report.
Ohio State Dept. of Education, Columbus. Div. of Inservice Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Basic Skills; *Curriculum Development; Educational Trends; Elementary Secondary Education; Futures (of Society); *Inservice Teacher Education; Instructional Improvement; Mathematics; Principals; Reading Skills; *Staff Development; Student Improvement; Teacher Effectiveness, *Teacher Improvement; *Teacher Participation; Writing Skills
IDENTIFIERS- *Ohio

Conference papers outlining strategies for implementing change through inservice education are presented. Three opening papers deal with the general theme of the conference: "Effective Inservice Education" (Gordon Lawrence); "A Panel Discussion on Staff Development" (Margaret L. Trent, Robert W. Evans, and Frederick R. Cyphert); and "Evaluation of Inservice Education: A Harder More Revealing Look" (Ben M. Harris). Six papers address major issues in inservice education: "Translating Priorities into Action: A Planning Process" (Lilburn P. Hoehn); "Process Strategies for Effective Staff Developers" (Richard T. Vacca and Jo Anne Vacca); "Improving School Practices Through Principals' Inservice" (James LaPlant, Gerald Prince, and Harold Rowe); "Teacher Centered Inservice" (C. William Phillips); "Implications for Staff Development in the 1980s" (James King); and "Teaching Concepts: Implications for Teacher Development" (Thomas C. Gibney). Five papers discuss curriculum directions in basic skills for the 1980s: "A Summary of Basic Skills in Mathematics Presentation" (Margaret Bledsue Kasten); "Staff Development for the Three Rs" (Elizabeth Dillon-Peterson); "Implementing a Basic Skills Program in an Urban Setting: A Summary" (Isabelle Carter); "Discovering Writing: A New Look at Written Communication" (Charlotte K. Brooks); and "Principals' Reading Leadership Program" (Peggy E. Ransom). (JMK)

ED 231 882 TM 830 499

Olejnik, Stephen F.; Algina, James
Parametric ANCOVA vs. Rank Transform ANCOVA when Assumptions of Conditional Normality and Homoscedasticity Are Violated.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Analysis of Covariance; *Control Groups; *Data Collection; *Error of Measurement; Pretests Posttests; *Research Design; Sample Size; Sampling
IDENTIFIERS- Computer Simulation; Heteroscedasticity (Statistics); Homoscedasticity (Statistics); *Parametric Analysis; Power (Statistics); *Robustness; Type I Errors

Parametric analysis of covariance was compared to analysis of covariance with data transformed using ranks. Using a computer simulation approach the two strategies were compared in terms of the proportion of Type I errors made and statistical power when the conditional distribution of errors were: (1) normal and homoscedastic, (2) normal and heteroscedastic, (3) non-normal and homoscedastic, and (4) non-normal and heteroscedastic. The results indicated that parametric ANCOVA was robust to violations of either normality or homoscedasticity. However when both assumptions were violated the observed alpha levels underestimated the nominal alpha level when sample sizes were small and alpha=.05. Rank ANCOVA led to a slightly liberal test of the hypothesis when the covariate was non-normal and the errors were heteroscedastic. Practical significant power differences favoring the rank ANCOVA procedure were observed with moderate sample sizes and skewed conditional error distributions. (Author)

ED 231 506 PS 013 576

Bragg, Cheryl F.
Before "Shared Meaning": The Elicitation and Maintenance of Social Themes among Toddlers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Infant Behavior; *Infants; *Interpersonal Communication; *Males; *Social Behavior; *Success; Videotape Recordings
IDENTIFIERS- Dyadic Communication; Social Interaction; *Toddlers

An antecedent-consequent model of toddlers' socially directed messages to peers was developed to investigate the differential success of themes in eliciting interaction. Videotaped observational data collected under a short-term longitudinal design were obtained from two playgroups, each consisting of six toddler-age boys. Toddlers' social attempts were characterized thematically to specify the underlying intent in each act. A total of 25 themes were selected as describing most of those used by toddlers in their approaches to each other. (Examples of themes included "check reaction," "attract attention," and "object possession.") Themes served as the focal point of the antecedent-consequent coding model. Results indicated that the success of the toddlers' social messages in initiating and/or sustaining social interaction depended upon their themes; those largely unsuccessful in eliciting interaction were vague in meaning. By contrast, themes that consistently emerged as successful in eliciting interaction seemed to have inherent "control" characteristics in gaining a response. The finding that much of toddler interaction occurs without shared meaning was supported by the results. Finally, findings affirmed the salience of objects in the toddler's social world for the development of the child's social themes and initiations. (RH)

ED 231 521 PS 013 708

Weed, Keri; Ryan, Ellen Bouchard
Imagery as a Facilitator of Semantic Integration.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Cognitive Style; *Elementary School Students; Grade 2; *Imagery; Performance Factors; Primary Education; *Recall (Psychology)
IDENTIFIERS- *Learning Strategies; Pictographs; *Semantic Integration

The relationship between processing style (either auditory or visual) and sentence and imagery strategies was investigated with a sample of 80 second-grade children. Assignment to auditory- and visual-processor groups was based on subjects' recall of 16 pictograph sequences, four of which included visual interference and four of which included auditory interference. An alternate processing task was also administered. Auditory and visual processors were then divided into four groups: imagery strategy, sentence strategy, combination strategy, and control. In the imagery condition, the child was shown a "cartoon" slide of what the pictograph sequence meant and was instructed to imagine a similar cartoon for each subsequent sequence. The sentence strategy group was instructed to read the pictures as if they were a sentence. The combined strategy group was instructed to read the pictographs as if they were a sentence and to imagine a cartoon of what they meant. Finally, the control group was told to try hard to remember the pictures. The number of articles correctly inserted and the verb inflections used both while reading the sequences and during recall were recorded as direct measures of strategy use. The sentence strategy was effective for both groups, while the imagery strategy was effective for auditory processors only. (The usefulness of an organizational strategy for semantic integration is discussed.) (RH)

ED 231 537 PS 013 747

Lorber, Rudy; And Others
Maternal Tracking of Childhood Behaviors as Mediated by Family Stress.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Aug 82
GRANT- NICHHD-1-R01-MH-31017; NICHHD-1-R01-MH-33067; NICHHD-R01-MH-32857
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aggression; Antisocial Behavior; *Behavior Problems; *Children; Comparative Analysis; Family Problems; *Mothers; Observation; *Parent Child Relationship; Prosocial Behavior; *Stress Variables; Videotape Recordings
IDENTIFIERS- Behavioral Tracking Deficits; Coding; Social Interaction

To understand the origins of demonstrated tracking deficits possessed by parents of problem children, a study examined in detail possible differences between a sample of parents with behavior-problem children and a sample of parents with "normal" children. Subjects were 48 mothers who had children between the ages of 4 and 10. While viewing a segment of videotape depicting behavioral interactions within a family, mothers of both categories of children indicated the onset of prosocial and aversive behavior in a targeted child. Accuracy of behavioral tracking was assessed by comparing mothers' responses with those of professional observers employing a reliable behavior-coding system. The same coding system was used to collect behavioral observations of actual parent/child interactions. A parental self-report measure was also employed to assess the daily occurrence or nonoccurrence of problematic behavior. It was found that mothers of aggressive children indicated a significantly greater frequency of aversive behavior on the identical behavioral tracking task than did mothers of "normal" children. Multiple regression analyses indicated that responses to the analog behavioral tracking task explained a significant amount of variance in both the actual rate of aggressive child behavior in the home and in parental response to that aggressive behavior. (Author/RH)

ED 231 552 PS 013 774

Yawkey, Thomas D.
Pretend Play and Language Growth in Young Children.
SPONS. AGENCY- Department of Education, Washington, DC.; Margaret M. Patton Foundation, Kittanning, Pa.; Pennsylvania State Univ., University Park. Div. of Curriculum and Instruction.; Spencer Foundation, Chicago, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Beginning Reading; Dramatic Play; Early Childhood Education; *Language Acquisition; Models; *Observation; Perspective Taking; *Pretend Play; Role Playing; *Teaching Methods; Verbal Communication; *Young Children
IDENTIFIERS- Constructivism

Pretend play and language growth are related through representational thought. Fundamental to representational thought are five connectives, at the theoretical level, which link pretend play and language growth: motor actions, roles and role changes, creative expression, concentration, and decentration. At the research level, results of selected studies show not only that pretend play and language growth are associated but also that pretend play in dramatic and sociodramatic forms can assist oral and written communication. Aspects of pretend play crucial to sociodramatic play and growth in language ability are: make-believe with objects, make-believe with situations and actions, imitative role play, and play episodes involving interaction and verbal communication. Based on theory and research, an instructional model has been developed for promoting language growth through sociodramatic play. The model contains observation and language development components. For use with preschool-aged children, the key elements of the observation component are observing children's sociodramatic experiences, interviewing children, and transcribing the interview. Building on completed transcriptions, the language development component for children in primary grades uses children's real language, actual vocabulary, and speech patterns to develop beginning reading skills. (Guidelines for implementing both components of the model are provided.) (RH)

ED 231 624 SE 041 925

Watts, D. M.
An Exploration of Students' Understanding of the Concepts "Force" and "Energy."
PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; *Comprehension; *Concept Formation; Concept Teaching; *Elementary School Science; *Energy; *Force; Foreign Countries; Intermediate Grades; Interviews; Physical Sciences; Science Education; Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- *Alternative Conceptions; Great Britain; Science Education Research

The naive conceptions that children develop tacitly or explicitly, outside the classroom, contribute to their interpretation of the teacher's words, paragraphs in a book, or the results of an experiment. These conceptions (or "alternative frameworks") may persist even in the face of systematic teaching of competing scientific concepts and models. In addition, they can be very resistent to change. The study, an attempt to explore concept formation and attainment by children (N=22) over a period of time, focuses on alternative frameworks and an approach used to examine them. The interview-about-instances (IAI) approach consists of a dyadic interview where the focus of attention is a deck of stimulus cards depicting physics situations which students are required to classify as examples or non-examples of a concept. The approach attempts to describe the conceptual framework students are using rather than present a critical expose of the inadequacies of their thinking. Results of interviews related to the concepts of force and energy indicate that students tended to reply in a general non-specialist way, recognizing situations as "physics" questions, but fluctuating between intuition and algorithm as they answered. It is suggested that effective teaching involves building on the students' pre-determined knowledge. (JN)

ED 231 684 SO 014 678

Boateng, Felix A.
Western Education and Political Leadership in Africa: The Ghana Experience.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Activism; *African History; Black Studies; Colonialism; Dissent; *Higher Education; *Leadership; Political Attitudes; *Politics
IDENTIFIERS- *Ghana

Contrary to the conventional notion that the principles of Western higher education were significant factors in predisposing Western educated Africans toward political liberation movements, this paper attempts to demonstrate that factors more complex than the ideals of Western higher education were involved. Specifically, the paper argues that it is not the revolutionary or the non-revolutionary ideals or content of Western education that have inspired the intellectuals to initiate liberation movements, but rather it was their own personal interests nurtured by the politics of colonialism that forced these academics into the field of politics. Evidence is drawn from the Ghana experience to demonstrate that colonial politics deprived the intellectuals of any meaningful role in the colonial system and, as a result, they were pushed into the political arena to lead the struggles for independence and decolonization. It is concluded that after assuming leadership, these intellectuals have rather contributed to the perpetuation of neo-colonialism and other problems of decolonization on the African continent. (RM)

ED 231 714 SO 014 767

Smart, Reginald
Using a Western Learning Model in Asia: A Case Study. AFS Occasional Papers in Intercultural Learning, No. 4.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Jun 83
AVAILABLE FROM- AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 100[illegible]7 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Problems; *Business Administration Education; Case Studies; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Culture Contact; Foreign Countries; Individual Differences; Intercultural Communication, *Models; Program Descriptions; Trainers; *Training Methods
IDENTIFIERS- *Asia

Major cultural differences impeded the smooth transfer of a 14 day management education program, which had been very successfully used in Western settings, to an Asian situation. Thirteen Chinese and two Caucasians, all of whom worked in Southeast Asia and had management degrees, attended the program to improve their skills in influencing those with whom they worked. The Positive Power and Influence Program, described in the first section of the publication, has a conceptual base that distinguishes discrete kinds of behavior for influencing others. Ten erroneous assumptions underlying the trainers' behavior include the following: trainers need not have lived in Asia; Asians who attended a training workshop will operate optimally; teasing is a put-down; average second-language competency in English is sufficient; things are more or less as they seem; and a sensitive trainer will always be aware of conflict. Also examined are nine erroneous assumptions underlying the management training model. For example, role-playing is a universally useful learning method; tangible achievements are what matters; and learning is an individual matter and it is optimized when tailored to the individual and when it springs from his or her own felt needs. (RM)

ED 231 774 SP 022 472

Status of Teacher Personnel in Utah, 1982-83.
Utah State Board of Education, Salt Lake City.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Beginning Teachers; *Elementary School Teachers; Elementary Secondary Education; Faculty Mobility; *School Personnel; *Secondary School Teachers; State Surveys; Teacher Certification; *Teacher Distribution; Teacher Education; Teacher Employment; *Teacher Placement; *Teacher Supply and Demand; Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Utah

This report, one of a series of studies of the supply of teachers, the demand for teachers, and the status of currently active teachers provides information on the status of teacher personnel in Utah: (1) total number of professional personnel; (2) ethnic and racial background; (3) certification and training; (4) professional experience; (5) age and sex distribution; (6) major and minor assignments; (7) teacher turnover; (8) total number of letters of authorization; (9) total number of new personnel; (10) major and minor teaching assignments of new personnel; (11) elementary school personnel listed by grade assignment; (12) age and sex distribution of new personnel; (13) state of origin of new personnel; (14) supply of teachers recommended by Utah institutions; (15) certification and subject matter; (16) occupations of 1982 graduates of Utah teacher training institutions; (17) sources of teaching candidates; (18) one teacher schools in Utah. Tables also display data on births, population growth, and enrollment in Utah. (JD)

ED 231 789 SP 022 649

Smyth, W. John
Teachers as Collaborative Learners in Clinical Supervision: A State of the Art Review.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Attitude Change; *Change Agents; *Change Strategies; Developmental Stages; *Educational Change; *Educational Cooperation; Elementary Secondary Education; *Peer Teaching; Social Support Groups; Teacher Attitudes; *Teacher Influence
IDENTIFIERS- *Clinical Supervision

School change is not the rational deliberate process that some people might believe it is. One of the realities of schooling is that teachers possess their own theories about what they do, and about what is reasonable, feasible, and possible in classroom teaching. This is invariably knowledge based upon 'lived experiences,' rather than on the wisdom of the outside 'experts.' Far too little regard seems to have been paid in the past by school authorities to workable ways in which teachers can and do use colleagues as important and valued resource persons. Recent studies suggest that teachers do learn from their individual and collective experiences, and that they are able to share their expertise among themselves when they engage in "frequent, continuous, and increasingly concrete and precise talk about teaching practice." The idea of teachers acting in critical, reflective, and responsive ways in their classroom practice is gaining increasing acceptance as teachers begin to see the inherent possibilities in developing shared or collaborative frameworks of meaning about teaching. In the current context of the move towards teachers acquiring increasing control over their own classroom practice, clinical supervision is increasingly being seen as a viable means. The non-evaluative and genuinely collaborative intent of clinical supervision enables teachers, working together in a consultative relationship, to gain data-based insights. (JMK)

ED 231 805 SP 022 689

Wall, James E.; Saterfiel, Thomas H.

Educational Services for Local Schools: An Alternative Model--PREPS.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College School Cooperation; Delivery Systems; Educational Research; *Education Service Centers; Elementary Secondary Education; *Problem Solving; Program Evaluation; Public Schools; Research Utilization; *School Districts; *Superintendents
IDENTIFIERS- Mississippi State University; *Program of Research and Eval for Public Schools

An alternative model, the Program of Research and Evaluation for Public Schools (PREPS), provides specialized educational services to local public schools. PREPS is funded directly by member school districts with additional funds from Mississippi State University. This sponsorship allows each member school to select, design, and conduct research on problems of its choice. Focus of the program is on creating a self-renewing, system-improvement capacity within each of the member school districts. A basic strength of the program is the joint governance of specialists on the PREPS staff and school district superintendents. All activities are focused on creating a critically needed data base for each member school district to use in making decisions about its curriculum, instruction, and business management. A key element in the success of the program has been that PREPS serves the school district and does not force external ideas. There is also an ongoing, interactional relationship between PREPS staff and local decision makers, and school districts have willingly participated and cooperated with PREPS staff. Another successful element has been PREPS' collaborative task force approach to solving problems. (JD)

ED 231 850 TM 830 374

Hare, Rufus D; Noblit, George W.
Interpreting the Translation of Data into Explanation: An Attempt at a Synthesis of Quantitative and Qualitative Approaches.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Data Analysis; Educational Researchers; *Research; *Research Design; Research Proposals; *Synthesis
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC; Explanations; Practitioners; *Qualitative Research; *Quantitative Research; University of North Carolina Chapel Hill

Qualitative and quantitative research approaches are generally considered to be mutually exclusive. It is possible, however, that a synthesis can be achieved at the level of interpretation and explanation of findings. This paper is divided into four sections to provide: (1) an understanding of explanation and the explanation problem in research; (2) understanding of the unique elements of the explanatory problem of applied research; (3) development of an appropriate explanatory solution; and (4) analysis of an attempt to achieve synthesis. The case study used in the analysis section involved collaboration between researchers from the University of North Carolina-Chapel Hill (UNC-CH) and practitioners from the Charlotte-Mecklenburg Schools. UNC-CH was approached by Charlotte-Mecklenburg officials for help in preparation of a grant proposal for the study of the Charlotte-Mecklenburg Schools teachers' center, the Teaching Learning Center. The design proposed by the co-principal investigators (a Teaching Learning Center staff member and a UNC-CH researcher) used a combination of exploratory, interpretive, verification, and reliability studies. Through their interactions, the two principal investigators assumed the perspectives of each other (i.e., the researcher assumed the concerns of the practitioner, and the practitioner came to understand the abstract interest of the researcher), and explanatory synthesis was approached, if not achieved, during data analysis. (LC)

Brooks, Cormell
1981-82 Evaluation Report of the Secondary Curriculum Improvement Project (SCIP).
New Orleans Public Schools, LA. Dept. of Research and Evaluation.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Curriculum Development; *Educational Objectives; Intermediate Grades; Language Arts; Management by Objectives; *Mastery Learning; Mathematics Teachers; Needs Assessment; Program Development; *Program Evaluation; Program Implementation; *School Districts; Secondary Education; *Student Evaluation
IDENTIFIERS- California Test of Basic Skills; New Orleans Public Schools LA

The Secondary Curriculum Improvement Program (SCIP) operated at two levels: at the school-site level, schools were encouraged to develop a coherent plan for assisting teachers in the implementation of mastery learning in their classrooms; and at the system-wide level, SCIP focused on staff development activities designed to encourage the use of mastery learning techniques. The staff development model was implemented through the services of development specialists, who worked closely with both teachers and coordinators at the school-level. The specialists assisted teachers through a variety of activities, including 5-day workshops and school-based contact with teachers. Home study and the SCIP "management information system" were also parts of the SCIP design. The home study component, through objective based home assignments, provided for additional time on task for students who did not master a given objective. The SCIP management information system was a computer based method of providing feedback to teachers about the progress of their students on minimum skill objectives. Both of these components were based on the New Orleans Public Schools "Continua of Skills" and the "Minimum Competencies." Their use was determined by the teacher, based on professional judgement concerning the needs of the student. (Author/PN)

ED 231 912 UD 022 864

Guidelines for Affirmative Action Employment Programs. 1980 Revision.
California State Dept. of Education, Sacramento.
PUB DATE- 80
AVAILABLE FROM- California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.35 ea. plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Affirmative Action; *Board of Education Role; Civil Rights Legislation; *Compliance (Legal); Disabilities; *Employment Practices; *Equal Opportunities (Jobs); Females; Minority Groups; Personnel Policy; State Boards of Education; *State Legislation
IDENTIFIERS- *California

This paper presents guidelines designed to provide assistance to school districts, county offices of education, and other educational agencies in carrying out the requirements of California law S.B. 179. The law was passed in 1977 by the State's legislature and required each public education agency to develop and implement an affirmative action employment program that seeks, hires, and promotes women and persons of minority, racial, and ethnic backgrounds. The statute further required the State Board to (1) include handicapped persons within the protection of the law; (2) file an affirmation of compliance with the Department of Education; and (3) file a report to the legislature by July 1, 1979, regarding the number of districts that had adopted and were maintaining affirmative action programs. The guidelines in the paper include recommendations as to the essential elements of a plan and recommended techniques for its implementation. Key terms are defined and concepts explained. Appended to the guidelines are the section of the bill on legal requirements for affirmative action (Education Code Sections 44100-44105), and California administrative code regulations. (AOS)

ED 231 581 RC 014 187

McCormick, Fred C.; McCormick, Eileen R.
Effective Utilization of Microcomputers and Other Technology in Rural and Small Schools.
PUB DATE- 16 Nov 82
AVAILABLE FROM- Educational Operations Concepts, Inc., 1773 Skillman West, Saint Paul, MN 55113 ($3.25, including postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; *Educational Radio; *Educational Technology; *Educational Television; *Microcomputers; Minicomputers; Multimedia Instruction; *Rural Schools; Small Schools; Technology; Telecommunications; *Teleconferencing

The state-of-the-art of three technological capabilities (i.e., audio, computer, and video) is discussed and descriptions of some interesting applications in rural and small schools are provided. Audio and audiographic technologies discussed include radio and telephone as well as voice-grade telephone lines which facilitate transmission of visual information from one location to another as exemplified by teletypes and facsimile equipment. Although no examples of audio tapes were forthcoming from the current survey, examples of radio usage from Louisiana and Michigan are provided along with telephone or teleconferencing usage in Wisconsin and Montana. In the section covering computer technologies, definitions are provided for minicomputers, microcomputers, and the major educational usages (i.e., computer-assisted instruction, computer-managed instruction, and computer-based education). Projects highlighted in this section include one each in Minnesota, Delaware, Arkansas, Indiana, and Oregon. In reviewing video technologies, a distinction is made between educational television and instructional television, with discussions centering around one-way or two-way transmission, videotape and videodisc media for storing and playing video materials, interactive video or computer-assisted video instruction, and seven interesting projects. Practitioner observations concerning planning, implementing, and maintaining the utilization of technology conclude the report. (AH)

ED 231 654 SE 042 186

Jacobson, Cliff

Water, Water Everywhere, But....Notes for the Teacher, Report Writing Directions and Experiments.

PUB DATE- 83

AVAILABLE FROM- Hach Company, P.O. Box 389, Loveland, CO 80539 ($9.95 plus postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Environmental Education; Interdisciplinary Approach; Laboratory Procedures; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Wastes; Water; *Water Pollution; *Water Resources; *Water Treatment

IDENTIFIERS- *Acid Rain

Provided in this teaching package are materials that clearly and simply unveil the mysteries of water pollution. Materials, written on an approximate seventh-grade level, include: (1) a student reading unit; (2) water quality factors pamphlet; (3) experiments; and (4) teacher's guide to field testing a local waterway. The student reading unit is the basic text, complete with diagrams, question sheets, and examination. The water quality factors pamphlet (written with the assumption that students have no background in chemistry and limited knowledge of mathematics and general science) is a reference unit listing a variety of popular chemical, biological, and physical tests which can be performed on a waterway. In addition, information is given about the environmental effects and toxic limits of each potential pollutant. Simple in-class/field experiments, printed on loose sheets for ease of reproduction, focus on: effects of biodegradable waste on dissolved oxygen; thermal pollution; effects of thermal pollution of fish metabolism; measuring amount of dissolved oxygen in a water sample; determining number of coliform bacteria in water samples; and measuring stream velocity/volume. Teachers notes for experiments, answer keys, a turbidity color chart, and test kit/reagent list are included. All materials are designed for but not limited to grades 7-10. (JN)

ED 231 669 SE 042 211

Young, Robert D.
Thermodynamic Efficiency. An Issue Oriented Module.
American Association of Physics Teachers, Stony Brook, NY.
PUB DATE- 82
AVAILABLE FROM- Issue-Oriented Modules Project, AAPT Executive Office, Graduate Physics Building--SUNY, Stony Brook, NY 11794 (single copies free of charge; pay postage costs).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *College Science; *Energy; Energy Conservation; Engines; *Heat; Higher Education; *Physics; Power Technology; Science Education; Temperature; *Thermodynamics
IDENTIFIERS- *Energy Conversion

This module applies basic laws of thermodynamics to the study of the efficiency at which heat can be converted to other useful forms of energy, including heat at low temperatures. The module is divided into four major sections. Section I treats energy conversion efficiency and defines the concept of first-law efficiency, the most widely used indicator of efficient energy use. Past, present, and future trends in first-law efficiency for a variety of energy conversion devices are presented. Section II introduces the concept of available work and defines second-law efficiency (which is based on the available work concept). Second-law efficiency provides another, possibly superior, means of determining the potential for reduction in energy use due to improvement in energy conversion processes. Several examples of second-law efficiency are worked out for single source/single output devices. In addition, second-law efficiency is determined for a variety of tasks. In section III several energy conversion systems are analyzed from the standpoint of both first-/second-law efficiency. Section IV provides Fortran computer programs which apply concepts developed in the module to the analysis of combined energy systems and their potential for reduced fuel. Bibliography, an audio-visual materials list, and a list of prerequisite mathematics/physics skills needed are included. (JN)

ED 231 699 SO 014 725

Koroscik, Judith Smith
Structural Information Retention in Visual Art Processing.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Art Education; Educational Research; Higher Education; *Recognition (Psychology); *Retention (Psychology); Undergraduate Students; *Visual Acuity; *Visual Arts; *Visual Discrimination

The accuracy of non-art college students' longterm retention of structural information presented in Leonardo da Vinci's "Mona Lisa" was tested. Seventeen female undergraduates viewed reproductions of the painting and copies that closely resembled structural attributes of the original. Only 3 of the 17 subjects reported having viewed a reproduction of the painting within the last several months; all others approximated the last viewing time as 1 to 15 years ago. Participants first viewed a series of 20 slides and indicated whether each was a reproduction of the original or a copy. They responded to one slide at a time and were not allowed to review slides previously shown or to change earlier responses. Next, subjects simultaneously viewed a set of printed reproductions and indicated which one was a reproduction of the original. Results indicate superior overall recognition of the original. When incorrect judgments were made, the copies selected were those judged by experts as those most closely resembling the original. The research suggests that memory often plays a key role in test response behaviors and ought not to be ignored when empirical measures of learning are designed. (KC)

ED 231 820 SP 022 717

Profile of Preservice Teacher Education Programs in Florida. Report of the Surveys Conducted by the Joint Executive and Legislative Task Force for Teacher Education Quality Improvement.

Florida State Dept. of Education, Tallahassee.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Admission Criteria; Change Strategies; *College Faculty; *Deans; *Department Heads; Higher Education; Policy Formation; *Preservice Teacher Education; Program Evaluation; Program Improvement; State Surveys; Statewide Planning; *Teacher Education Programs; Teacher Salaries; Tenure
IDENTIFIERS- *Florida

Three types of surveys were developed to obtain specific recommendations from key educational personnel for improving preservice teacher education programs. Deans, directors, and chairpersons of Florida teacher education programs provided profiles of faculty and students; the institution's standards for admission, selection, and retention of students, promotion and tenure policies; and governance procedures. Chairpersons of elementary, secondary, and exceptional student education programs identified specific program components and provided information on clinical aspects of programs, including early field opportunities, public school involvement, and student teacher experiences. Individual faculty members supplied data on professional backgrounds and experiences and involvement in staff development activities. They also described policy making procedures regarding promotion, tenure, curriculum, and program changes; and were offered an opportunity to provide ideas and suggestions for program improvement. In this report, resulting data are presented with summary comments. Survey questionnaires are also appended. (JD)

ED 231 835 SP 022 820

Ashton, Patricia T.; And Others
A Study of Teachers' Sense of Efficacy. Final Report, Volume II. Appendices .
Florida Univ., Gainesville.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-79-0075
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Basic Skills; *Classroom Environment; Classroom Research; Elementary Secondary Education; Evaluation Criteria; Middle Schools; Secondary School Teachers; Self Concept; *Self Evaluation (Individuals); Student Behavior; Student Teacher Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teaching Conditions
IDENTIFIERS- *Teacher Efficacy Study

This volume contains the appendices for the report on the Teacher Efficacy Study, an investigation of teachers' sense of efficacy and the extent to which teachers believe they can have a positive effect on student learning and achievement. Included in this volume are: (1) middle school site descriptions; (2) the middle school questionnaire; (3) school climate measures; (4) the Webb Efficacy Scale; (5) personal efficacy vignettes; (6) the Rotter I-E Scale; (7) a teacher locus of control scale; (8) the high school basic skills teachers' questionnaire; (9) climate and control system coding sheets; (10) a teacher practices observation record; (11) the research for better schools engagement rate form; (12) an observation data sheet; (13) correlations of Rand Efficacy 1 with classroom process variables; (14) correlations of Rand Efficacy 2 with classroom process variables; (15) a teacher efficacy projective test; (16) a report on school climate: improving academic achievement; (17) middle school and high school teacher interview questions; (18) interviews with a high-efficacy and a low-efficacy teacher; (19) a report on teachers who were rated as having high-efficacy attitudes but who expressed low-efficacy attitudes; and (20) a report on social control in school settings. (CJ)

ED 231 897 UD 022 833

Ward, James Gordon
Statistics of Large City School Districts. 1983 Edition. Research Report.
American Federation of Teachers, Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Educational Finance; Elementary Secondary Education; *Enrollment Trends; *Expenditure Per Student; Full Time Faculty; Public Schools; *School Districts; *Student Teacher Ratio; *Urban Schools
IDENTIFIERS- Bond Ratings

This paper provides statistical data on 20 large city school districts across the United States, using information made available by the National Center for Education Statistics, the Bureau of Census, and the Department of Commerce. It includes information on student enrollment in 20 cities whose pupil membership in 1980-81 ranged from one million pupils for New York City to a little less than 60,000 pupils for San Francisco. Data are also provided for each district on: classroom teachers with full-time equivalencies (FTE), pupil/teacher ratio, and number of schools and days in session. In addition, detailed statistics are presented on school finance in each of the districts, including data on: financial trends from 1978-79 through 1980-81, per pupil outstanding debt, revenues, expenditures, debt, and bond ratings. The cities covered are Baltimore, Boston, Chicago, Cleveland, Dallas, Detroit, Houston, Los Angeles, Indianapolis, Philadelphia, Phoenix, Memphis, Milwaukee, New Orleans, New York, San Antonio, San Diego, San Francisco, St. Louis, and Washington, D.C. (AOS)

ED 231 567 RC 014 166

Naik, Chitra; And Others

Education for Rural Development - A Portfolio of Studies. Volume 2: Education for Disadvantaged Women.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.
PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Access to Education; Adult Basic Education; Cultural Background; Developing Nations; *Disadvantaged Environment; Equal Education; *Females; Foreign Countries; Health Education; Literacy; Models; Nonformal Education; Power Structure; *Rural Development; *Rural Education; Sex Role; *Social Bias; Social Discrimination; Socioeconomic Influences; Traditionalism
IDENTIFIERS- Education Role; Income Generation; *India; Problem Identification; Rural Women; *Thailand

The volume contains two studies from India and Thailand on the education of women, and rural women especially, who are deprived or disadvantaged. The Indian study, "Education of Girls and Women in Deprived Groups," presents a viewpoint on deprivation in society in general, and India specifically. The concomitant of deprivation is defined as the extensive privilege of some sections of society who possess overriding authority for coercing other sections into submission. Deprived girls and women are seen as usually being denied the equality of conditions conducive to efficient learning and working; they also suffer from psychological effects resulting from their nurture and from the forces of development. The educational situation of rural girls in India is illustrated through a successful story of non-formal education programmes in Maharashtra State. Thai experiences are illustrated in "Education for Disadvantaged Women." Although Thai women generally are seen as having much better literacy rates than elsewhere in Asia, educational attainment of the majority of women is still very low, particularly in rural areas and for minority ethnic groups. Among five major work plans cited for rural women are a plan for raising income and generating employment, and a plan for providing formal and non-formal education. (BRR)

ED 231 595 RC 014 205

Proposed Reauthorization for the Tribally Controlled Community College Program. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, Second Session on S. 2623. To Amend and Extend the Tribally Controlled Community College Assistance Act of 1978, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 15 Jun 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Accountability; *American Indian Education; *Community Colleges; *Educational Assessment; Hearings; Outcomes of Education; Postsecondary Education; *Resource Allocation; Tribes

IDENTIFIERS- Congress 97th; *Reauthorization Legislation; *Tribally Controlled Comm Coll Assist Act 1978

The purpose of the hearing on June 15, 1982 was to hear testimony from the administration, from Indian tribes and organizations, and from tribally controlled community college representatives on S.2623, a bill that would amend and extend the Tribally Controlled Community College Assistance Act of 1978. Representatives who testified from the administration were the Deputy Assistant Secretary of the Interior for Indian Affairs and Director of the Office of Indian Education Programs, Bureau of Indian Affairs. Indian tribes and organizations represented at the hearing were the Cheyenne River Sioux Tribe, Chippewa Tribe, Oglala Sioux Tribal Council, National Congress of American Indians, and American Indian Higher Education Consortium. Tribally controlled community colleges represented included: Oglala Sioux Community College, Sinte Gleska Community College, Blackfeet Community College, Salish Kootenai Community College, Turtle Mountain Community College, and Standing Rock Community College. In addition to the testimonies presented, written material submitted to the committee in reference to the hearing is attached. (ERB)

ED 231 609 SE 040 901

Bell, T. H.
Science, Mathematics, Technology and the Teacher Brain Drain.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Literacy; *Educational Quality; Elementary Secondary Education; Higher Education; Master Teachers; *Mathematics Education; *Microcomputers; *Professional Recognition; *Science Education; Scientific Literacy; Teacher Education; *Teacher Shortage; Technological Literacy; Technology
IDENTIFIERS- *Computer Uses in Education

In discussing science/mathematics teacher shortage it is important to consider that: teacher demand will increase as school boards increase high school graduation requirements in science/mathematics, there must be an increase of teachers and also efforts to make teaching more attractive to those leaving the profession for better paying jobs in industry, and the microcomputer will have an impact upon all American education. It is up to educators to help equip students with the skills, knowledge, and values to meet their duties and responsibilities to the past and future of this nation. Mathematics and science are important parts of the past and future, and high school graduates not proficient in the basic skills will narrow the pool from which future engineers and scientists will be drawn. The strength of our economic system, the defense of our country are predicated on our dominance in education and technology, and to maintain strength in these areas, mathematics/science skills cannot degenerate. Quality teachers are needed to have quality education. A position of "Master Teacher" should be established, a position of esteem and distinction with salaries competitive with engineering, law, and other professions. In addition, the impact, potential, and immensity of computers in education and science/mathematics teacher training must be addressed. (JN)

ED 231 639 SE 042 075

Sampling. Teacher's Guide.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- *Computer Oriented Programs; Elementary Secondary Education; Learning Activities; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Middle Schools; Problem Solving; Programing; *Sampling; Statistics; Teaching Guides; Units of Study; Worksheets
IDENTIFIERS- *Guess My Bag (Computer Program); Math Network Curriculum Project; *Netprime (Computer Program); *Prime Time (Computer Program)

This document is the fourth of seven units developed by the Math Network Curriculum Project. Each unit, designed to be a 2-week module, is a teacher's guide which includes detailed directions along with the courseware and software needed. Teacher intervention in the non-computer activities that begin each unit is required, and the consistent use of small-group instruction makes the units usable in a standard classroom if two microcomputers are present. The Sampling Unit explores the use of sampling to make predictions about total populations. It begins with some concrete sampling activities and a computer sampling activity, the Guess My Bag program, designed to give the students some intuition about the relation of facts about a part of a population to facts about the whole. At the end of the unit, students set the evening schedule for a television network in a computer program called Prime Time. Their schedule will compete, via the phone network, with other classes' schedules. For this concluding activity, the Network Prime Time computer program and the telephone modem are used. The programs were developed for use on a Commodore PET Computer with at least 16K of RAM using 4.0 BASIC. Printed copies of the code for the three computer programs are included. (MNS)

ED 231 685 SO 014 679

Choi, H. Hoyle
Political and Socio-Economic Factors and Family Planning Programs in Developing Countries: A Cross-National Analysis.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cross Cultural Studies; *Developing Nations; *Family Planning; *Political Influences; *Program Effectiveness; Social Science Research; *Socioeconomic Influences

The overall effectiveness of national family planning programs in developing countries is most likely to be achieved in countries where a strong, stable political system has been the major vehicle in sustained efforts of modernization and development. In this context, a study of 30 non-Communist developing countries during 1960-1975 shows that a country's level of political capacity (i.e., its capability to make and enforce policies for national development and to cope with the changes generated by the society in the process of modernization) has a clear and substantial effect on program performance that is independent of the level of socioeconomic development. However, the influence of political capacity is substantially greater among countries at high level of development than among those at low level. Financial aid for programs from the international community does not seem to have significant effects on program results. (RM)

ED 231 729 SO 014 903

Feather, Frank, Ed.; Mayur, Rashmi, Ed.

Optimistic Outlooks: Latest Views on the Global Future by a Galaxy of International Experts.

Global Futures Network, Inc., Toronto (Ontario).
REPORT NO.- ISBN-0-919765-00-9
PUB DATE- 82
AVAILABLE FROM- Global Futures Network, 22 College St., Suite 10M, Toronto, Canada M5G 1K2 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Books (010)
DESCRIPTIONS- Administration; Business; Ecological Factors; Economics; Energy; Environment; Females; Food; *Futures (of Society); *Global Approach; Government (Administrative Body); Health; Housing; Leisure Time; Life Style; Population Growth; Religion; Sex Role; Social Change; Technology; *World Problems

Eighteen international futurists present their views concerning separate major world issues. The book includes a prologue which discusses the optimistic nature of most futurists; an introduction which describes the book's contents; 14 chapters arranged into 3 major parts; an epilogue; and conclusion. In part I, which examines the basic necessities of life, views are presented on what to do about population problems and how to meet the universal needs for food, housing, and health care. Part II provides a variety of perceptions on the major social transformation to a new world order. The authors emphasize that the next era is expected to be one of increased affluence, increased leisure, and a simple lifestyle. Also examined are the future of spirituality, women's role in the new era, and the need for a new world order which is based on cultural ethics and scientific principles. The emphasis in part III is on managing the future. The major elements of the international system are reviewed (economics, technology, energy, business, and government), and scenarios are outlined on how these key areas of the future can be better organized and managed. The epilogue considers the question of where to go from here. The conclusion stresses that the world is small, complex, and crowded with issues and people and that we need to live together harmoniously in a cooperative world. (RM)

ED 231 743 SO 014 983

Vorbeck, Michael
The New Technologies and Education in Europe (CCC Area).
Council of Europe, Strasbourg (France). Directorate of Education, Culture and Sport, Documentation Section.
REPORT NO.- DESC/Rech-(83)-23
PUB DATE- 1 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Education; Computer Assisted Instruction; Computer Literacy; *Computer Science Education; Educational Needs; *Educational Objectives; *Educational Trends; Foreign Countries; Relevance (Education); *Research Needs; Secondary Education; Teacher Education; Teacher Role; *Technological Advancement
IDENTIFIERS- Computer Uses in Education; *Europe

Conclusions of a conference which focused on the educational and research needs for computer-related instruction in the European secondary schools are outlined. Conference members, who were representatives of Ministers of Education, generally concluded that it is vital to offer some computer studies for all students in secondary education. Too much specialization, however, should be avoided. All teachers should learn how to use computers in the classroom. In terms of content, students should learn the implications and limitations of computers; how to store, retrieve, and structure information; and the impact of computers on society and career prospects. Caution is advised when implementing computer studies in schools; the imposition may lead to failure. Currently, skepticism exists toward computer assisted instruction (CAI) because of bad experiences with programmed learning in the 1970's. It is now apparent that teachers must adapt technology to education, not education to technology. Although CAI still demands considerable financial resources, advantages include promoting the intellectual development of ordinary and handicapped students, modernizing the curriculum with simulation games, and assisting teachers in tasks. CAI should be flexible and favor an interdisciplinary approach. Finally, research should consider children's needs, be developed in cooperation with classroom teachers, and concentrate on the didactical use of computers in different disciplines. (KC)

ED 231 759 SP 022 381

Rauth, Marilyn; And Others

American Federation of Teachers Educational Research and Dissemination Program. Executive Summary.

American Federation of Teachers, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- NIE-G-81-0021
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classroom Research; *Educational Research; Elementary Secondary Education; *Information Dissemination; *Linking Agents; Program Development; *Research Projects; *Research Utilization; Teacher Associations; Teacher Effectiveness; *Teacher Participation; Unions
IDENTIFIERS- *American Federation of Teachers

An outline is presented of successful elements of a research program, developed by the American Federation of Teachers, to connect teachers with research-based information. Focus of the research was in the areas of classroom management and teaching effectiveness. The program is implemented through the teacher organization and has the elements of peer-level understanding of teacher needs, a level of trust in program leadership, and a non-threatening, non-evaluative atmosphere in which to investigate research. Training sessions for a peer-selected cadre of teachers, Teacher Research Linkers (TRLs), are conducted in a problem-solving, discussion-oriented mode; TRLs then work on a one-to-one basis with their colleagues, with fellow teachers in small groups, or in workshops. Support for the program was obtained from local education agencies and building supervisors. Research information is delivered in a meaningful form to teachers, and teachers apply research-based strategies to classroom practice. Teachers have responded positively to the program, often providing feedback to their peers and to the research community. Implications of educational research for teachers are discussed, and practical examples of its impact on classroom practice are presented. (JD)

ED 231 883 TM 830 500

Hofacker, Charles F.
Factor Analysis of Dichotomous Memory Items from a Designed Experiment.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Data; *Factor Analysis; Higher Education; *Long Term Memory; Nouns; *Paired Associate Learning; Recall (Psychology); *Retention (Psychology); *Short Term Memory
IDENTIFIERS- *Confirmatory Factor Analysis; Dichotomic Analysis; *Tetrachoric Correlation

Recently, confirmatory factor analysis has been extended to the case of dichotomous data (e.g., Muthen, 1978). In this study, confirmatory factor analysis was applied to all-or-none recall data from a designed experiment. In the experiment, subjects read pairs of English nouns and then tried to recall the right hand member of the pair when presented with the left hand member. The retention interval was varied within-subjects. Factor analyses treating the within-subject factor as separate variables failed to confirm a unidimensional view of memory. Instead, a distinction between short- and long-term memory was necessary to account for the data. The proposal of Atkinson and Shiffrin (1968), in which memory is held to consist of two separate storage systems, was supported. (Author)

ED 231 507 PS 013 580

Wortham, Sue C.; Wortham, Marshal R.

Building a Creative Play Structure: Developing a Plan and Preparing for Workdays.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Committees; *Construction (Process); *Construction Management; Coordination; Early Childhood Education; Facility Improvement; Guidelines; Planning; *Playgrounds

Guidelines for organizing parents, school staff, and community members for the purpose of building or redesigning a playground are provided in this document. After brief discussions of needs assessment and what to do in the first planning meeting, the paper focuses on the responsibilities and activities associated with three committees: planning, materials and sites, and "workday." The responsibility for designing the playground is assigned to the planning committee. It is recommended that the planning committee construct a three-dimensional model of the playground. The materials and site committee is given responsibility for obtaining needed materials, getting materials to the site, and preparing the site for the workday committee. Finally, the workday committee is assigned responsibility for scheduling work, organizing volunteers, and determining workday responsibilities. A sample playground project timeline is appended. (RH)

ED 231 522 PS 013 712

Blevins, Belinda; And Others
Children's Inferences About Addition and Subtraction Transformations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Addition; *Arithmetic; *Conservation (Concept); *Developmental Stages; *Elementary School Students; *Preschool Children; Preschool Education; Primary Education; Subtraction
IDENTIFIERS- *Inferential Reasoning; *Numerosity Discrimination

A longitudinal study investigated children's ability to infer, from initial and final relative numerosity information, which of four transformations of a stimulus array had occurred: addition, subtraction, expansion, or contraction. It was expected that performance would reflect a sequence of three levels in understanding the effects of addition and subtraction: primitive, qualitative, and quantitative. A group of 68 children from 4.5 to 8 years of age participated. All were twice given the same battery of tasks, with a 1-year interval between assessments. The inference task consisted of parallel sets of primitive, qualitative, and quantitative trials for small number items (from 2 through 4) and large number items (from 7 through 9). On primitive inference trials two equal linear arrays of squares were presented. On qualitative inference trials the arrays differed by 1, and on quantitative inference trials the arrays differed by 2. Arrays were presented, described, transformed, and erased; the child was required to decide which transformation had been performed. In addition/subtraction trials, children were given relative numerosity information, saw a transformation, and made a judgment about the final relative numerosity. At the beginning and end of the battery of tasks, children were given number conservation tasks and scored as passing if they gave adequate explanations for correct judgments on large number trials. All tasks were presented on a color monitor attached to an Apple II computer. The systematic relationships found in this study suggest that it may be useful to focus on identifying general developmental changes occuring across related areas. (RH)

ED 231 625 SE 041 926

Linn, Marcia C.
The Importance of Cognitive Psychology in Curriculum Development and Teacher Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Processes; Concept Formation; *Curriculum Development; Elementary Secondary Education; Higher Education; Mathematics Education; Psychological Studies; *Science Curriculum; *Science Education; *Teacher Education
IDENTIFIERS- Alternative Conceptions; *Cognitive Psychology; *Science Education Research

Suggested in this paper are priorities for the role of cognitive psychology in science/mathematics curriculum development and teacher education. Areas discussed include: (1) science education as a national concern; (2) how rapid advances in science knowledge and cognitive psychological knowledge have created a sense of urgency about developing a modern "science of science education"; and (3) the impact of cognitive psychology on science and mathematics education. Considered in the latter area are: a framework for a science of science education, advances in cognitive psychology important for a science of science education, findings from cognitive psychology of interest to curriculum developers and teacher educators (including the development of alternative conceptions), and likely concerns of cognitive psychology, such as research on the organization of the mind, which may have a profound impact on the science of science education. (JN)

ED 231 715 SO 014 770

Allen, Rodney F., Ed.
Law and Responsibilities (Law-Related Education Materials) 1982-83. Okeechobee County.
Tri-County Teacher Education Center, Sebring, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Law Education Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Citizenship Responsibility; *Crime; Elementary Education; Junior High Schools; Juvenile Courts; *Law Enforcement; *Laws; Learning Activities; *Legal Education; Role Playing; Social Studies; Stealing; *Student Responsibility; Teacher Developed Materials; Vandalism; Victims of Crime
IDENTIFIERS- Florida

Teacher-developed materials for legal education in elementary and junior high schools in Florida are presented. The lessons focus on the consequences of crime and rule-breaking in terms of the law and penal systems, the victim and loved ones, the criminal and loved ones (as victims, too), and the community, which suffers and pays the costs. In the primary grades, students focus on game rules, highway and other signs as reminders of rules, school and classroom rules, bicycle safety, reward and punishment, and responsibility. Upper elementary students examine responsibility to and rules of the community, stealing, shoplifting, and assault and battery. They create a classroom rule book and discuss relevant Florida laws. Junior high school students study unusual laws in the history of the United States (e.g., crocodiles could not be tied to fire hydrants in Michigan), felonies and misdemeanors according to Florida statutes, shoplifting, duties of law enforcement officers, the criminal justice process, testifying in court, juvenile arrest, and the juvenile justice system. Other materials include a list of fundamental skills in law education; infusing law education in the social studies curriculum, grades 4, 5, and 6; the process of the criminal justice system (with forms attached); and a short bibliography for students. Activities at all levels include worksheets, role play, vocabulary exercises, discussions of hypothetical situations, and presentations by resource persons. (KC)

ED 231 775 SP 022 473

Klausmeier, Herbert J.; And Others
Improvement of Secondary Education through Research: Five Longitudinal Case Studies.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- PR-83-12
PUB DATE- May 83
CONTRACT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Case Studies; Change Strategies; Educational Change; Educational Objectives; Educational Research; Educational Strategies; *Improvement Programs; Institutional Characteristics; Longitudinal Studies; Middle Schools; *Outcomes of Education; *Program Development; Program Implementation; *Research Utilization; Secondary Education; *Student Improvement

Two middle schools, one junior high school, and two senior high schools participated in a study conducted from 1977-81. The study project included both development and research activities. The goal of development activities was for each school to start or refine administration-organization arrangements and improvement strategies.

Research activities had four main objectives, all related to the development of the school's improvement capability: (1) maintain a satisfactory level of student achievement in selected areas from year to year or raise an unsatisfactory level; (2) determine the extent to which each school could implement a research method and three comprehensive improvement stategies; (3) relate changes occurring in student outcomes from year to year to three areas--planned improvements made annually by each school staff, planned changes not directed specifically toward selected student outcomes, and unanticipated events; and (4) generate knowledge regarding usable and effective improvement strategies and school structures and processes that facilitate implementation of improvement strategies. In this report of the five schools participating in the research project, in-depth profiles are presented of each school, with discussion and analysis of implementation of improvement programs and outcomes. (JD)

ED 231 790 SP 022 652

Kester, Donald Leslee; Simpson, Linda Ann Underwood
Will Americans Accept a Cheaper, Socialized Form of Health Care Delivery of Services Provided by School Nurse Practitioners over the More Expensive, Capitalistic Delivery of Services Provided by Private, Free-for-Service Physicians?
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Consumer Economics; Costs; Elementary Secondary Education; *Health Insurance; *Medical Care Evaluation; Medical Services; *Nurse Practitioners; Physical Examinations; Physicians; Preventive Medicine; Primary Health Care; *School Health Services
IDENTIFIERS- California; Health Care Costs

In California, school districts are categorized as public health screening centers and are required to have school doctors or school nurse practitioners provide complete physical examination services. A survey was conducted in a school district with an enrollment of about 12,000 students to determine parental attitudes toward this service, and also to obtain their opinions on whether the clinical competence of the school nurse practitioners compared favorably to that of a private physician. Results revealed a high level of acceptance for the clinical services provided by the school and for the expertise of the nurse practitioners. In this paper, the results of this survey are discussed as well as problems with the present escalating costs of medical care in the United States. The possibility of using schools and nurse practitioners as community "School Clinics" is explored as one possible solution to the problem of health care costs. While the probability of socialized medicine in this country is discounted, it is suggested that some form of national health insurance might be feasible. The survey questionnaire is appended. (JD)

ED 231 806 SP 022 690

Evans, Blanche W.; Claiborne, Janet M.
Health Related Physical Fitness: Who, What, Why, and How.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Body Weight; *Cardiovascular System; Disease Control; *Exercise Physiology; Health Education; Human Body; Human Posture; Obesity; Physical Education; Physical Education Teachers; *Physical Fitness; *Physical Health; Test Construction; *Test Items
IDENTIFIERS- *AAHPERD Physical Fitness Tests

In 1975, a joint committee on physical fitness, composed of the Measurement and Evaluation, Physical Fitness, and Research Councils of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) studied its Youth Fitness Test to determine the need for revision. Study results called for: (1) alteration in traditional physical fitness concepts to distinguish health related and performance related fitness; (2) revision of the AAHPER Fitness Test to place increased emphasis on evaluation of health related physical fitness; and (3) use of norm-referenced and criterion-referenced standards for test-score interpretation. A task force was appointed, and a test battery, the Health Related Fitness Test (HRFT), the purpose of which was to evaluate physical fitness components associated with prevention of disease and with the promotion of physical health, was designed. Areas presently identified as important for functional health were cardiorespiratory function, body composition, and abdominal and low back musculoskeletal function. The HRFT battery includes: distance runs to measure cardiorespiratory function; skinfolds to measure body fat and estimate body composition; modified sit-ups to evaluate abdominal muscular strength and endurance; and sit-and-reach tests to evaluate flexibility of the lower back region. Test results can be used in diagnosis, exercise prescription, program evaluation, or educational elements. (JMK)

ED 231 867 TM 830 422

Geddis, Donald R.

Profile of the Class of 1982. Summit High School.

Summit Public Schools, N.J.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Annual Reports; College Bound Students; College Entrance Examinations; Enrollment Trends; *High School Graduates; High Schools; High School Seniors; Job Placement; Noncollege Bound Students; *Profiles; *School Demography; Scores; *Student Characteristics

This study, which examined the demographic and educational characteristics of students graduating from Summit High School (New Jersey), presents a placement profile of the Class of 1982. An abstract, with its accompanying 22 tables, discusses: (1) a placement summary, (2) demographics; (3) four-year college placement; (4) competitiveness of admissions; (5) the acceptance rate at four-year colleges; (6) the acceptance rate at two-year colleges; (7) areas of study preference; (8) employment data; (9) graduates attending other forms of post secondary education; (10) placement of vocational students; and (11) test scores. (PN)

ED 231 913 UD 022 866

Tobias, Robert; Spiridakis, John

Bronx Multidiscipline Special Education Bilingual Program. E.S.E.A Title VII Annual Evaluation Report, 1980-81.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Bilingual Education Programs; *Curriculum Development; *Disabilities; Elementary Education; English (Second Language); Hispanic Americans; *Individualized Instruction; Limited English Speaking; *Mathematics Skills; Oral Language; Parent Participation; Private Schools; Public Schools; Reading Skills; Science Education; Second Language Instruction; *Social Studies; Staff Development
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York Board of Education

This report evaluates a program designed to supplement the basic educational services, provided by New York City's Division of Special Education, for Hispanic handicapped students with limited English proficiency. In 1980-81, the program served 129 students in nine public schools (seven elementary and two intermediate) and one private school in the Bronx, New York. Services provided included direct individualized instruction, resource assistance, staff development, and parent training for greater involvement. The program was evaluated using data from pupil achievement measures, teacher attitude and observation scales, and staff interviews anc classroom observations. Based on the findings, it is concluded that (1) the program provided an effective and comprehensive system of educational services that developed the instructional skills of the staff and the academic skills of the students; (2) the proposed criteria for mathematics, oral-English proficiency, social studies, science, and English reading were met; (3) all classroom teachers manifested a positive attitude toward program services; (4) program-parent communication was maintained through parent workshops and home visits; and (5) a program guide curriculum in reading, mathematics, social studies, and science was developed for handicapped students. Recommendations include continued emphasis on individualization of instruction, the development of additional curricula and instructional materials for bilingual special education, systematization of parent-involvement activities, and more emphasis on the transition from Spanish to English in language instruction. (AOS)

ED 231 538 PS 013 748

Adamson, Lauren B.; Bakeman, Roger
Affect and Deed: Developmental Changes in Infant Communication.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 83
GRANT- NSF-BNS-8012068
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Attention; *Communication Skills; *Infant Behavior; *Infants; Males; Mothers; Parent Influence; Peer Relationship; Play; *Social Development; Videotape Recordings
IDENTIFIERS- Coding; Developmental Patterns; *Referential Communication

Prior to expressing language, infants have mastered many means for engaging in referential communication with others. This contention can be supported by reference to (1) developmental changes in the attentional structure of communication and (2) infants' use of affective expressions as they begin to master referential communication. In an effort to document communication development in infants 6 to 18 months of age, over 56 hours of videotapes were made in the homes of 28 subjects. Infants were observed in three playing conditions: alone, with mother, and with a familiar same-age peer. Three coding schemes were formulated to describe infant expressions, document infant attention, and detail the mother's actions. Results of coding focusing on infant attention and affect indicate that, regardless of the infant's partner, affective expressions become increasingly shorter with age, and coordinated joint engagement (an attention state in which the infant shares a mutual object-focus with a partner and attends to that partner's interpersonal moves) is achieved quite late in infancy. These and other results are discussed. (RH)

ED 231 553 RC 005 111

Nimnicht, Glendon P.; Partridge, Arthur R.

Small Schools Can Be Good Schools.

Colorado State Coll., Greeley. Educational Planning Service.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 62
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Community Involvement; Correspondence Study; Curriculum Enrichment; *Educational Quality; *Educational Strategies; *Flexible Scheduling; High Schools; Home Study; Instructional Innovation; Multigraded Classes; Multipurpose Classrooms; National Surveys; Peer Teaching; Shared Facilities; *Shared Services; *Small Schools; *Teaching Methods; Team Teaching

Thirty-seven small high schools in 22 states, ranging in enrollment from 27 to 328 students in the top 4 grades, were visited to obtain information on the outstanding aspects of their educational program, teaching methods, or physical facilities. Information was also obtained from six teachers and one administrator from seven schools in the Rocky Mountain Area Project, who described their programs and teaching methods and made recommendations on the kinds of facilities which adequately provided for such programs and procedures. This report describes the various devices and teaching methods the schools used to overcome some of their weaknesses and to capitalize on some of their strengths in the subject areas of English, social studies, foreign languages, science, mathematics, art, music, business, homemaking, industrial arts, vocational agriculture, and physical education. These methods include multiple-class teaching, flexible scheduling, shared services and personnel, honors programs, team teaching, tape-recorded class lectures and reports, correspondence courses, college students and local citizens as teachers, peer teaching, work-practice programs, home projects, and use of community facilities. A list of the schools visited is appended. (NQA)

Hewson, Mariana G.; Hamlyn, Daryl
The Influence of Intellectual Environment on Conceptions of Heat.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Cognitive Processes; *Concept Formation; *Cultural Context; *Cultural Influences; *Environmental Influences; Foreign Countries; *Heat; Interviews; Language of Instruction; Physical Environment; Science Education; Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- *Africa (South); Science Education Research

This study examined the role played by particular intellectual and physical environments on concept formation, focusing on conceptions concerning heat in a group of non-western subjects living in the interior of southern Africa (N. Sotho and Tswana peoples). In addition, these conceptions were examined in three contexts of the subjects' cultural knowledge concerning heat, the prevailing paradigms concerning heat found in early/contemporary scientific theories, and the physical environment in which subjects live. Subjects (N=20) included school-age children and schooled/non-schooled adults. Previous research indicates that European languages such as English tend to reinforce notions of heat as "caloric" because of the historical antecedents of the concept of heat which remain embedded in the language. However, analysis of Interviews-About-Instances and Piagetian clinical interviews suggests that the N. Sotho and Setswana languages appear to involve connotative meanings of heat which are influenced in some way by a powerful metaphor in the Sotho cultural beliefs, and which have a predisposition toward prekinetic views of heat. These results suggests that the Sotho people may be at a relative advantage in learning about heat energy when compared to their western counterparts because their existing knowledge of heat is, in some sense, close to a kinetic view. (JN)

ED 231 670 SE 042 212

Nguyen, Van Thanh
Geothermal Energy: Resource and Utilization. A Teaching Module.
American Association of Physics Teachers, Stony Brook, NY.
PUB DATE- Mar 79
AVAILABLE FROM- Issue-Oriented Modules Project, AAPT Executive Office, Graduate Physics Building--SUNY, Stony Brook, NY 11794 (single copies free of charge; pay postage costs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *College Science; Electricity; *Energy; *Engines; Force; *Geophysics; Higher Education; High Schools; Natural Resources; *Physics; *Power Technology; Pressure (Physics); Science Education; Secondary School Science; Temperature
IDENTIFIERS- *Geothermal Energy

The search for new energy resources as alternatives to fossil fuels have generated new interest in the heat of the earth itself. New geothermal areas with a variety of characteristics are being explored, as are new ways of extracting work from naturally heated steam and hot water. Some of this effort is discussed in this three-part module. Five types of geothermal resources and their development and utilization are reviewed in the first section. Geothermal energy and related principles are discussed in the second section. These include: force, work, energy, power; absolute temperature and pressure; heat engines, carnot engine; enthalpy; and availability and maximum work. Geothermal energy utilization is discussed in the third section, focusing on electricity generated from and non-electrical applications of geothermal energy. Also included in the module are study questions (with answers), a list of references, and, in appendices, measurement tables and tables of properties of saturated steam and saturated water (temperature, pressure) and properties of superheated steam and compressed water (temperature and pressure). The module contains the equivalent of 1-week's material and is suitable for use in introductory college physics courses and in advanced high school physics programs. (JN)

ED 231 700 SO 014 726

Eberhardt, Christine M.
Values Education: Dealing with the Responsibility.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Curriculum Development; Educational History; Educational Needs; Educational Philosophy; Educational Research; Elementary Secondary Education; Literature Reviews; Research Reports; *School Effectiveness; *Teaching Methods; *Values Education

An annotated listing of over 80 journal articles and research reports on values education, a brief summary of the opinions and findings in the articles, and recommendations for educators are presented. The annotations, which form the major portion of the document, are compiled within the following categories: justifications for values education, historical implications, guidelines for establishing values education in the schools, approaches to values education, integration of values education in content areas, research findings on student values, factors influencing values formation, and evaluation of student values. Publication dates range from the late 1970s through 1982. The summary suggests that the two prominent approaches, values clarification and cognitive moral development have proven successful for some, but not all, students. Moreover, human interactions rather than the approach have determined the success or failure of values education. Parents, other adults, and peers strongly influence students' values formation. Recommendations are that educators participate in in-service programs before incorporating values education into the curriculum, involve parents in establishing a values education program, and research existing programs and evaluation techniques. (KC)

ED 231 821 SP 022 718

Kentucky Teacher Preparation and Certification Handbook. 1983 Edition.
Kentucky State Dept. of Education, Frankfort. Div. of Teacher Education and Certification.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Accreditation (Institutions); Administrator Qualifications; *Educational Certificates; Elementary Secondary Education; Higher Education; Program Evaluation; *School Personnel; Schools of Education; *State Standards; *Teacher Certification; *Teacher Education Programs; Teacher Qualifications
IDENTIFIERS- *Kentucky

This handbook includes teacher preparation and certification regulations adopted by the Kentucky State Board of Education through March 1983. State standards are delineated for: (1) statutory provisions relating to teacher education and certification; (2) teacher certification procedures; (3) ranking of teacher qualifications; (4) evaluation and approval of teacher preparation programs and teacher education institutions; (5) preparation and certification of professional school personnel; (6) kindergarten through 12th grade teacher preparation/certification; extension of the validity of elementary and secondary certificates; (8) school administration and supervision; (9) preparation and certification for music, English as a second language, reading specialist, driver education, guidance counselor, school media librarian, teacher of exceptional children, school psychometrist, school psychologist, school social worker, school nurse, rehabilitation counselor, school business administrator, vocational education, junior reserve officers training corps, and emergency certification; (10) administrator preparation/certification; and (11) general education component of teacher preparation-curriculum standards. Recent changes in teacher certification regulations are noted, and proposed changes are outlined. (JD)

ED 231 851 TM 830 376

Scott, Aurelia C.
The Impact of a Multi-Phased Assessment on the Planning, Implementation and Management of Federal Education Programs.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Deafness; Educational Policy; Evaluation Methods; *Evaluation Needs; *Federal Programs; Formative Evaluation; Instructional Films; *Needs Assessment; Program Effectiveness; *Program Evaluation; *Special Education
IDENTIFIERS- Captioned Films Loan Service for the Deaf; *Evaluability Assessment; *Performance Monitoring

The effects of a multi-phased assessment on the management and modification of Federal special education programs and policy is discussed. The purposes and methodology of the three-part assessment procedures (evaluability assessment, rapid feedback assessment, and the performance monitoring system) are presented. This is followed by a description of the ways in which the assessment techniques were used to describe, analyze, and change one program (Captioned Films Loan Service for the Deaf) in the Department of Education's Special Education Programs. The generalizability of the assessment techniques is also reviewed. (PN)

ED 231 898 UD 022 837

Giese, Elizabeth H.
You See the Cat Walking...A Report on the Findings of the Michigan Project on Equal Education Rights.
Michigan Project on Equal Education Rights, Milford.
SPONS. AGENCY- National Organization for Women, Washington, D.C. Project on Equal Education Rights.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Access to Education; Athletics; Community Involvement; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Federal Legislation; Higher Education; Nondiscriminatory Education; Program Implementation; *Sex Bias; *Sex Differences; *Sex Discrimination; *Sex Fairness; State Legislation; Vocational Education
IDENTIFIERS- *Michigan State Department of Education; Project on Equal Education Rights; *Title IX Education Amendments 1972

Based on reports generated by the Michigan office of the Project on Equal Education Rights (PEER), this report documents how schools in Michigan perpetuate sex bias/discrimination, and describes what is being done to encourage sex equity. The report also examines the extent of school compliance with Title IX (Education Amendments of 1972), which prohibits sex discrimination in Federally funded educational programs. Some discriminatory school practices are enumerated, such as sex differential curriculum content, and differential participation in athletics, vocational courses, and science and mathematics subjects. It is pointed out that progress in encouraging sex equity in schools is hampered by lack of awareness of Title IX among educators, inadequate compliance with the legislation, little encouragement of students' interest in nontraditional courses, and pervasive occupational sex role stereotypes in education. The report also discusses a PEER project that explored how communities might participate in removing barriers to equal opportunities for boys and girls in Michigan schools. Descriptions are provided of the 12 communities involved in the project, factors that contributed to successful community involvement, and steps that school districts have taken to eliminate sex discrimination. Finally, recommendations and a plan of action for sex equity in Michigan schools are presented. (MJL)

ED 231 582 RC 014 188

Ware, Ronnie J.
Use of Computer Instruction in Rural Schools to Increase Curriculum Opportunities for the College Bound Student. ESEA Title IV-C Project Report.
Choctaw County School District, Ackerman, MS.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Bound Students; *Computer Assisted Instruction; *Computer Programs; *Curriculum Enrichment; *Equipment Standards; French; German; *Microcomputers; Physics; *Rural Schools; Science Instruction; Secondary Education; Second Language Instruction
IDENTIFIERS- *Choctaw County School District MS

In an effort to increase curriculum opportunities in a rural school district, a computer project was implemented involving grade 9-12 students chosen on the basis of national percentile scores, IQ, and desire to attend college. The project offered, through programmed computer instruction, physics, French I and II, and German I. One proctor was hired to administer the program. Each student was presented with a program to complete for credit (only 2 of the 18 credits required for graduation could be acquired through a computer course). During the summer of 1982 extensive study was done to determine the type and size of microcomputers to be used. It was found that much of the software needed to implement the program could be used only on certain types of computers. Thus, availability of software determined purchase of the six computers (three Comodore Pets, two TRS-80s, and one Apple II--all 48K). Due to the type of program implemented, statistical analysis on the success can be measured only by its continuance. This program will continue to operate in the school in which it was implemented and and will be expanded to another school in the county for the 1983-84 school year. The program budget, equipment, and a list of all software purchased (or developed by the proctor) are provided. (AH)

ED 231 596 RC 014 206

Thomas, Carol H., Ed.; Thomas, James L., Ed.
Bilingual Special Education Resource Guide.
REPORT NO.- ISBN-0-89774-008-4
PUB DATE- 82
AVAILABLE FROM- The Oryx Press, 2214 N. Central at Encanto, Phoenix, AZ 85004 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTIONS- Agencies; *Bilingual Education; *Bilingual Students; Curriculum Development; *Disabilities; Educational Diagnosis; Elementary Secondary Education; Employment Opportunities; Exceptional Persons; Federal Programs; *Information Sources; *Minority Group Children; Parent Participation; Psychological Needs; Resource Materials; *Special Education; Teacher Education
IDENTIFIERS- Culturally Different Students

Intended as a resource guide for individuals involved with educational programming for the bilingual special child, the book's two parts include seven articles and essays by experienced professionals and a list of 343 sources of information and assistance. The book commences with a fact sheet on bilingual education for exceptional children. Part I of the book deals with such subjects as issues and concerns related to the education of exceptional bilingual students, assessment of the bilingual handicapped student, curriculum development for culturally different exceptional children, the children's social and emotional needs, communication with parents, career opportunities for bilingual special children, and teacher education. Part II lists 5 funding agencies, 29 agencies dealing with special education/handicapped issues, 22 national and regional centers, 49 desegregation assistance centers and training institutes, 18 teacher training programs, 22 bilingual/bicultural special education training projects, 2 networks, 12 indexes and databases, and 15 journals and newsletters. The book concludes with a directory of 101 individuals to consult for expert assistance, a listing of 68 producers and distributors of materials, and a 165-item bibliography of resources for further study. (NQA)

ED 231 730 SO 014 913

Schlossman, Steven
Studies in the History of Early 20th Century Delinquency Prevention. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RAND-N-1945-NIE
PUB DATE- Jan 83
CONTRACT- 400-80-0016
AVAILABLE FROM- Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Correctional Institutions; *Delinquency Prevention; Delinquent Rehabilitation; *History; *Public Policy; *Social Control; Social Science Research; *State Programs
IDENTIFIERS- California; Ohio

An overview is presented of select research performed under a project entitled "Education, Delinquency Prevention, and the Search for Youth Policy: An Historical Inquiry." This overview contains two discrete essays that synthesize the main findings of seven key writers in the field of juvenile delinquency between 1900 and 1930 and examine state policies in delinquency prevention in the early 20th century. The first essay examines the writings of Henry Goddard, William Healy, Lewis Terman, Ben Lindsey, Thomas Eliot, Miriam Van Waters, and Frederic Thrasher. The discussion emphasizes the new approaches to social control developed by these writers. The second essay examines state policies for delinquency prevention in early 20th century California and Ohio. It focuses in particular on the development of new rehabilitative programs for delinquents in juvenile reformatories and the creation of new methods to advance scientific knowledge on the causes and treatment of juvenile crime. The analysis highlights the remarkable faith in science which motivated state policy initiatives in delinquency prevention and the myriad difficulties that frustrated governmental efforts in translating scientific knowledge into social policy and concrete programs. (RM)

Vilmar, Burghard
Computer Application in Schools: Experiences in Hessen.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; *Computer Assisted Instruction; *Computer Literacy; *Educational Objectives; *Educational Practices; Educational Trends; Foreign Countries; Secondary Education; Technological Advancement; Vocational Education
IDENTIFIERS- *Computer Uses in Education; *West Germany (Hessen)

Educational objectives and practices related to computer technology in the Hessen (Federal Republic of Germany) schools are outlined, with an emphasis on secondary education. For the past decade, a new school subject, informatics, has been promoted by the State Ministers of Education and Cultural Affairs. Objectives are to provide students with a familiarity with algorithms and their programming, insight into construction and functioning of a computer, and knowledge of the applications and effects of informatics. In Hessen, information technology is currently treated as a separate subject only in certain branches of schools, because of the need for teacher training and considerable investment costs of equipment. However, over half of the gymnasiums and vocational schools and 26 percent of the comprehensive schools have computer equipment. Informatics is considered a school subject for senior gymnasiums and can be chosen as the third or fourth subject in the University Entrance Examination. Informatics classes are also offered in some junior high schools. Vocational schools stress the use of computers as tools for data processing and programming and for job training in the business sector. The future tasks of the State of Hessen will be to develop relevant teaching courses and to provide schools with contemporary equipment. (KC)

ED 231 836 TM 830 018

Gustafsson, Jan-Eric; Svensson, Allan.
Family Size, Social Class, Intelligence and Achievement: A Study of Interactions.
Goteborg Univ., Molndal (Sweden). Dept. of Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Adolescents; Analysis of Variance; *Family Characteristics; Intelligence; Junior High Schools; Longitudinal Studies; Multiple Regression Analysis; *Siblings; *Social Class
IDENTIFIERS- *Confluence Model

This paper investigates interactions between family size and social class with respect to intellectual achievement. One purpose of the paper is to study the limits to the applicability of the "confluence model" proposed by Zajonc and Markus; another is to investigate methods for studying interactions between variables. The study includes longitudinal data from a sample of 8,288 subjects who, at the age of 13, were given a battery of intelligence tests, standardized achievement tests, and interest inventories. Information also was gathered about social background and number of siblings. Two different multiple regression (MR) models and analysis of variance (ANOVA) were used to analyze interactions between social class and sibsize (the number of children in the family). The results indicate that for most of the outcome variables there is an interaction between social class and number of siblings, such that within the lower social classes, sibsize is more strongly negatively correlated with outcome variables than in the higher social classes. The confluence model predicts such a negative relationship between sibsize and intellectual outcome, but it does not allow for relationships of different strength within different social classes. It is suggested that socializing agencies other than the family are more important in higher social classes than in lower. (Author/LC)

Administrative Personnel Evaluation Handbook.
Austin Independent School District, Tex.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Evaluation; Contracts; *Evaluation Methods; Job Analysis; Personnel Evaluation; Professional Personnel; *School Personnel; *Task Analysis
IDENTIFIERS- *Austin Independent School District TX

This Administrative Personnel Evaluation Handbook, presented by the Austin Independent School District (AISD), contains six sections. The first section describes the procedures which must be followed in evaluating administrative personnel. The second section describes optional procedures an evaluator can use to enrich and supplement the basic evaluation process. The third section describes tasks that are used in conjunction with the evaluation form. The task descriptions define a competency in terms of the responsibilities related to specific administrative roles. The fourth section lists five steps to follow in providing due process for administrators who are in contractual difficulty. The fifth section identifies resources in the AISD Professional Library which can provide practical assistance to administrators in the improvement of job performance. The sixth section includes the following attachments: the administrator evaluation form, the new administrator personnel evaluation form, a personal goal form, sample input forms, a competency improvement plan, and a checklist for evaluatees in contractual difficulty. (PN)

Johnston, Shirley H.; And Others
The Effects of Violating the Beta-Binomial Assumption on Huynh's Estimates of Decision Consistency for Mastery Tests.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Bias; Criterion Referenced Tests; Data; *Mastery Tests; *Mathematical Models; Reliability; Research Design; *Sample Size; *Scores; Statistics
IDENTIFIERS- *Beta Binomial Test Model; Computer Simulation; *Estimates of Decision Consistency (Huynh); Repeated Testing; Test Equivalence; Test Length

A computer simulation was undertaken to determine the effects of using Huynh's single-administration estimates of the decision consistency indices for agreement and coefficient kappa, under conditions that violated the beta-binomial assumption. Included in the investigation were two unimodal score distributions that fit the model and two bimodal types that did not. While varying test length, mastery level, and sample size, estimates were calculated for both indices from two data sets, simulated to represent scores on equivalent forms. Then Huynh's method was applied to one of the sets to obtain the beta-binomial estimates. Statistics were computed to measure the magnitude and direction of bias resulting from the application of Huynh's technique. The results of the study did not provide conclusive evidence that Huynh's method is adversely affected by violation of the beta-binomial assumption. There was, however, clear indication that the estimates are strongly influenced by certain configurations of scores. (Author/PN)

ED 231 508 PS 013 581

Ryan, Richard M.; And Others
Internalization and Motivation: Some Preliminary Research and Theoretical Speculations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; *Children; Coping; Elementary Education; *Motivation; *Personal Autonomy; *Psychological Patterns; Self Control; *Social Development; Socialization; Theories
IDENTIFIERS- Continuous Variables; Continuum Models; *Internalization; Parenting; *Self Regulation

The character of internalization as a continuous phenomenon was explored, with particular attention given to children's movement from heteronomy to autonomy. (The term "internalization" refers to the process by which an individual acquires an attitude, belief, or behavioral regulation from external sources and progressively transforms it into a personal value, goal, or organization.) When 121 children between 5 and 13 years of age were asked to give reasons for doing chores, their responses were found to be classifiable according to three motivational categories: extrinsic, transitional, and internalized reasons. The more that children felt it was important to do chores (or follow parental rules), the more likely they were to give internalized reasons for performing them and the less likely they were to give extrinsic reasons. To study children's internalization of achievement-related behaviors and goals, a sample of 245 elementary school students in third through sixth grades were asked to give reasons for such behaviors as "doing homework." A range of individual differences was found, and a lawful pattern of correlations emerged between various levels of internalization. Results further indicated that higher levels of internalization were associated with lower anxiety and a positive style of coping with setbacks or failures. Findings suggested that excessive external pressure on children by parents and other "socializers" may have an unintended deleterious effect upon internalization. (RH)

Education for Rural Development - A Portfolio of Studies. Volume 3: Health and Nutrition Education.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York NY 11036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; Agency Cooperation; Change Agents; Community Education; *Community Involvement; Elementary Secondary Education; Females; Folk Culture; Foreign Countries; Global Approach; *Health Education; Higher Education; Models; Nonformal Education; *Nutrition; Primary Education; *Rural Development; *Rural Education; Rural Youth; Sociocultural Patterns
IDENTIFIERS- *Asia; Education Role; *Folk Medicine; Indonesia; Philippines

Volume 3 of a five-volume portfolio of studies reflecting different facets of the concept of education for rural development contains three studies on health and nutrition. The first study, "Health Education in Rural Development," by K. D. Ariyadasa (Sri Lanka), discusses the role of education in the transmission of health and integrated rural development and provides a global view of the problems and issues of health education in Asia, pointing to the need for effective use of resources, better insights into socio-cultural factors that promote or impede changes in health practices, motivation and harnessing the potential of community women and youth, and promotion of intersectoral cooperation and community participation. The case study of the nutrition education program at Satya Wacana University, by Willi Toisuta (Indonesia), describes an implementation model based on training community women, local leaders, and youth to act as change agents; providing incentives and competitive opportunities to motivate community participation; and developing action programs to give knowledge of [illegible] food and skills to children at primary schools. The last study, "Health Education for Rural Development: Findings of Research," by Evelina A. Mejillano (Philippines), reviews 10 research studies, and lists some relevant findings, conclusions, and recommendations. (AH)

ED 231 610 SE 041 452

Setting Priorities for Science. Hearings before the Subcommittee on Science, Research and Technology and the Subcommittee on Investigations and Oversight of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (September 30; December 8, 1982). No. 172.
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Decision Making; Development; *Federal Aid; Financial Support; *Government Role; *Industry; *Policy Formation; Program Descriptions; Research; *Scientific Research; State Action; Technological Advancement; Technology
IDENTIFIERS- Congress 97th; *Research and Development; *Science Policy

Setting priorities for allocating funding and other resources is one of the central issues of federal science policy. Presented in these hearings are the views of witnesses (government officials, scientists, economists, and industrial personnel) on various issues related to setting priorities for science. Among the issues addressed (in the form of questions) are: (1) How can the greater public interest be reflected in federal R&D decision-making, both in the choices and in the development and application of technology? (2) How is the optimal funding level of basic research determined? (3) What are the proper roles of government and private industry in funding applied R&D? (4) Should the United States target national economic competitiveness? and (5) What role should state and localities play in determining the direction of scientific research? In addition to transcripts of testimony presented, two supporting papers are provided in appendixes. These are "The Concept of Scientific Choice: A Brief Review of the Literature" by Bruce L. R. Smith and "The Economy of Science: The Proper Role of Government in the Growth of Science" by Simon Rottenberg. (JN)

ED 231 626 SE 042 061

Science Education Newsletter, No. 51.
British Council, London (England).
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Conferences; *Course Descriptions; Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Professional Associations; *Program Descriptions; Publications; Science Curriculum; *Science Education; Science Teaching Centers; *Teacher Education
IDENTIFIERS- Contests; *Great Britain

A variety of science and mathematics education activities are reported in two sections. These activities include: conferences (both past and future); innovative projects/programs and initiatives at the primary, secondary, and teacher-education levels; instructional materials development/use; instructional strategies; science education research; science/mathematics education organizations; and others. Twenty-nine separate reports are presented in the first section (Activities in Great Britain). In addition to an annotated list of publications and various program/project descriptions, reports are provided on science in society audio cassettes; girls and physics; school technology/industry videotapes; and a review of secondary mathematics in Scotland. Twenty-seven reports are then provided in the second section (Overseas and International Activities). Among the reports presented are those from Belgium (International Colloquium on Geometry Teaching); Canada (A Study of Science Education); Egypt (Young Scientist's Competition); Lesotho (Bibliography on the Readability of Science Materials and Use of Language); Philippines (Science and Society Curriculum Project); and the United States (National Science Board Commission of Pre-College Education in Mathematics, Science, and Technology). Additional reports in this section are Mathematics Education in the Soviet Union, the International Directory of Mathematical Associations, and the International Journal of Mathematical Education in Science and Technology. (JN)

ED 231 640 SE 042 076

Data Analysis. Teacher's Guide.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- *Computer Oriented Programs; *Data Analysis; Elementary Secondary Education; Graphs; Learning Activities; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Middle Schools; Problem Solving; Programing; Statistics; Teaching Guides; Units of Study
IDENTIFIERS- *Cosmic Explorer (Computer Program); *Datamaker (Computer Program); *Datasearch (Computer Program); Math Network Curriculum Project

This document is the fifth of seven units developed by the Math Network Curriculum Project. Each unit, designed to be a 2-week module, is a teacher's guide which includes detailed directions along with the courseware and software needed. Teacher intervention in the non-computer activities that begin each unit is required, and the consistent use of small-group instruction makes the units usable in a standard classroom if two microcomputers are present. The Data Analysis Unit concentrates on drawing inferences from data, and students learn to graph data and to read graphs. They begin by collecting and analyzing data about themselves and their classmates. Then they use a computer program to analyze the same data. In a program called Cosmic Explorer, students draw conclusions about a population on a mythical planet. Printed copies of the code for Cosmic Explorer and for two other programs are included. Students use the Data Search computer program to learn to graph and analyze data. The Data Maker computer program enables students to create and edit files of data and store them on tape or go on to the Network project. Finally, the class uses the Network to analyze data about students from several other classes. The programs were developed for use on a Commodore PET Computer with at least 16K of RAM using 4.0 BASIC. (NMS)

ED 231 686 SO 014 681

Allen, Rodney F., Ed.
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83. Materials Produced by Teachers in Highlands County.
Tri-County Teacher Education Center, Sebring, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Law Education Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citizenship Education; Crime; Elementary Education; Junior High Schools; *Juvenile Courts; *Law Enforcement; Learning Activities; *Legal Education; *Legislation; *School Policy; Social Studies; Stealing; Student Rights; Teacher Developed Materials; *Victims of Crime

Approximately 40 teacher-developed activities for legal education in some Florida elementary and junior high schools focus on the consequences of breaking rules and committing crimes and on victims of crime (individuals, community, society). Most of the lessons present a brief, one-page reading followed by questions to determine students' understanding and judgment of the content. Topics include: reasons for and benefits of school rules, student rights, reading and interpreting statutes, being an accessory to crime, frequency of community crimes, citizenship responsibility, grand theft, vandalism, and the juvenile justice system. Other activities involve students in vocabulary exercises, puzzles, collages, interviews with victims of crime, library research, book reports, and visits to the county jail. Sheriff's department forms and Florida statutes relevant to specific crimes are also included. (KC)

Portner, Hal
Individualized Professional Development: A Cooperative Process That Works!
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Consultation Programs; Educational Quality; Elementary Secondary Education; *Individual Development; Inservice Teacher Education; Instructional Improvement; Needs Assessment; *Problem Solving; Professional Development; Self Evaluation (Individuals); *Staff Development; Teacher Effectiveness; *Teacher Improvement

The Individualized Professional Development Process (IPDP) was developed for the Brookfield, Connecticut school district by a private consultant. Participation in IPDP is voluntary in Brookfield. However, once selected as a participant, a staff member goes through a professional development process. The individual, along with his immediate supervisor, meets with a consultant to clarify roles and responsibilities and to negotiate a set of performance objectives and indicators reflecting a self-selected professional development goal. During this meeting, a draft of a "personal action plan" is developed which spells out such things as: (1) the individual's topic, goal, and objectives; (2) anticipated problems and possible solutions; (3) resources needed; (4) sequence of tasks and activities to be undertaken; (5) the plan's estimated cost; and (6) the project's benefits for the individual and school district. During a second meeting, the action plan and commitments are finalized. The action plan is carried out by the staff member with support from supervisor and consultant. Outcomes are evaluated against the plan's objectives and indicators by teacher, supervisor, and consultant. A summary of each completed IPDP project is prepared and disseminated, and a cadre of participants is selected and trained as IPDP advisors. They assume the role of consultant during subsequent IPDP cycles. All steps are illustrated in the appendices. (JMK)

ED 231 852   TM 830 381

Linn, Robert L.
Measuring School Effectiveness: How Achievement Data Can and Cannot Be Used.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; *Achievement Tests; Criterion Referenced Tests; *Measurement Objectives; Norm Referenced Tests; Pretests Posttests; *Regression (Statistics); *School Effectiveness; *Scores; Socioeconomic Influences; Test Construction; Test Selection
IDENTIFIERS- Survey Achievement Testing

In considering the problem of measuring achievement for the evaluation of school effectiveness, there are at least three questions that need to be answered: (1) What is to be measured? (2) How is it to be measured? (3) How are the results to be analyzed? Following a discussion related to the first two questions--determining content objectives and selecting or constructing tests that match the school's curriculum--attention is focused on the problems of translating test results into measures of school effectiveness. Primary consideration is given to what kinds of test scores should be used for analysis. The following types of scores are discussed: (1) global scores from survey tests, including the use of different forms of the same test; (2) average scores on a norm-referenced test or passing rates on a criterion-referenced test--including ranking in terms of status scores or trends in means for a grade, use of an SES indicator to adjust scores, and use of regression analysis to adjust for bias in mean gain scores; and (3) pretest/posttest scores, including three approaches for going beyond discussions of school means. The author concludes that comparisons of observed posttest results to those predicted from a regression of posttest on pretest scores seems the soundest approach to using achievement data as indices of school effectiveness. (LC)

ED 231 523 PS 013 713

Blevins, Belinda
The Relationship of Counting and Transitivity to the Measurement of Length.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basic Skills; *Children; *Cognitive Development; *Computation; *Developmental Stages; *Measurement; Research Needs
IDENTIFIERS- Length; *Transitivity

The purpose of this paper is to describe the development of children's measurement concepts and to outline implications of recent research on transitivity and counting. Discussion is confined to measurement of length and focuses on aspects of measurement outlined in the last two of Piaget's three measurement stages. It is argued that measurement involves interdependent application and knowledge processes (application processes include counting and division into units; knowledge about measurement involves understanding of transitivity and measurement units). Research described indicates (1) that young children apply the counting estimator in a measurement context with no regard for unit size and (2) that it is presently not known how the child switches in a measurement context from using the counting estimator to using the measurement estimator. At least three developmental sequences are proposed to account for this change; all assume that the child has attained the ability to conserve length. The first sequence suggests that motivation to change is based on cognitive conflict between the length estimator and the counting estimator. The second and third sequences suggest that motivation to change is based on knowledge about, respectively, the transitivity principle and direct instruction. Suggestions are offered for further research. (RH)

ED 231 539 PS 013 752

Schofield, Janet Ward

Peer Relations in Desegregated Schools: Three Propositions for Thought.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, Md. Div. of Scientific and Public Information.; Pittsburgh Univ., Pa. Learning Research and Development Center.
PUB DATE- Apr 83
CONTRACT- 400-76-0011
GRANT- DHHS-1R01-MH31-601-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Change; *Black Stereotypes; Black Students; Elementary Education; *Elementary School Students; Grade 6; Grade 7; Intergroup Relations; *Junior High School Students; Longitudinal Studies; Middle Schools; Observation; *Peer Relationship; *Racial Relations; *School Desegregation; Student Attitudes; White Students
IDENTIFIERS- *Situational Variables

An intensive study of one desegregated school, located in a large northeastern industrial city, specifically sought to investigate peer interactions among sixth- and seventh-grade students in a racially mixed school. The basic data-gathering strategy involved observations conducted in classrooms, hallways, playgrounds, and the cafeteria. Observers used the full field-note method for recording events, and extensive efforts were made to triangulate the data. Findings suggested the relevance of three propositions about the nature of peer relations in the school: (1) intergroup behaviors may become more accepting at the same time negative racial stereotypes are reinforced, (2) black and white students may have quite different perceptions of both the extent of change in intergroup relations and the actual state of such relations, and (3) the nature of intergroup behavior is markedly influenced by specific situational factors. These three propositions were seen as being little more than hypotheses, the generality of which remains to be demonstrated. (Each proposition is illustrated with excerpts from the data, and implications for researchers and educators are pointed out.) (RH)

ED 231 701 SO 014 729

Dorn, Charles M.
The Arts: A New View from the Tower.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 83
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($1.00, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTIONS- Disabilities; *Educational Trends; Gifted; Interdisciplinary Approach; *Music Education; National Organizations; Newsletters; Program Descriptions; Resource Materials; School Districts; Secondary Education; Special Programs; Staff Development; State Departments of Education; *Theater Arts; *Visual Arts

New trends for visual, musical, and theatrical arts are described in this report, which is arranged into seven brief sections. The first section reports on the trend to integrate the arts into the secondary academic curriculum (a kind of mainstreaming). Specific efforts directed toward mainstreaming at the local, state, and national levels are identified in sections 2 and 3. Efforts are noted of three national organizations (the College Board, the National Foundation for Advancement in the Arts, and the National Association of Independent Schools) toward mainstreaming programs that recognize arts education as basic for all students and essential for the nation's future artists and performers. In section 4, on specialized schools and curricula, the needs of specialized populations in the school, especially arts education for the gifted and talented and the handicapped, are noted. Examples are given of nine programs for these specialized populations in new arts schools which have been established at the state and local levels. Section 5 lists six state and local agencies which have developed curriculum and evaluation schemes in support of programs to mainstream the arts and to provide arts programs for specialized populations. Section 6 briefly describes seven new local and state programs which are designed to assist teachers in using new curricula and in developing new strategies for teaching the arts. Listings include names of a contact person and an annotated description of the project. The concluding section presents a challenging and optimistic view for art education, indicating that there is support for the arts, commitment at the state and federal levels, and growth in arts programs in local schools and communities. (RM)

ED 231 716 SO 014 773

Williams, Richard L.
Instructor Apathy and the Malaise of Listless Colleges. Part 1: A Pathologist's Report on the Fact-Value Distinction.
PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Apathy; *College Faculty; *Educational Change; *Educational Needs; Higher Education; *Political Science; *Scientific Methodology; Social Change; Social Sciences; Values

The reported "malaise" of college instructors of the social sciences, particularly in political science, has its roots in the attempt to model the social sciences after the natural sciences and thus to separate fact from value. Scientific method requires that politics be redefined as an activity involving relationships of power, rule, and authority and the discovery of principles of political action. The result is a wholesale corruption of our understanding of the institutions of American government. For example, the "Federalist Papers" determined that separation of powers was designed to combine the requisite energy and stability in government with inviolable attention to liberty and majority rule (Federalist #37) and that the press was a medium through which to pass the necessarily partisan sentiments of leaders and citizens (Federalist #10). These ideals are far from the interpretations of current political scientific thought. A conflict, then, is created between the originating principles of political science and its ongoing public responsibility. The result is that many political scientists have lost heart. An emphasis on values clarification, suggested by many, would only further reduce the discipline by entrapping it in educational consumerism. There is a need to return to the edifying and disciplining influence of higher education, as its founders in this country intended it to be. (KC)

ED 231 776 SP 022 474

Vodola, Thomas M.
Diagnostic Prescriptive #2: Applying the Teaching/Learning Process to Physical Education.
PUB DATE- 83
AVAILABLE FROM- VEE, Inc., P.O. Box 2093, Neptune City, NJ 07753 ($14.95; add 10 percent for shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- *Adapted Physical Education; Curriculum Development; *Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Individualized Instruction; *Physical Activities; Physical Education Teachers; Student Evaluation; Task Analysis; *Teacher Role
IDENTIFIERS- *Diagnostic Prescriptive Approach

Designed to assist teachers of the handicapped in individualizing student instruction, this book contains a practical, field-tested organization and administrative plan of action, examples interspersed throughout its chapters, and many tasks and activities designed to assist teachers in diagnosing, prescribing, and evaluating individual student performances. Chapter 1 presents an overview of present program status with emphases and outcomes related to four important variables--the teacher, the student, the program, and the curriculum. Chapter 2 readdresses the four variables, with emphasis on changes needed to apply the diagnostic-prescriptive teaching/learning process. The third through sixth chapters again address each of the variables (one chapter for each variable). Each variable is discussed in depth and each chapter contains many guidelines and practical examples which can be put into use immediately by the teacher. The book also contains 4 appendices, a bibliography, 4 tables, and 20 figures to illustrate its points. (JMK)

ED 231 791 SP 022 655

Neal, Larry L., Ed.
Leisure. No Enemy but Ignorance.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-244-9
PUB DATE- 83
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publication Sales, P. O. Box 704, Waldorf, MD 20601 ($9.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Futures (of Society); *Individual Development; *Leisure Time; *Life Style; *Recreation; Recreationists; Self Actualization; Social Attitudes; Sociocultural Patterns
IDENTIFIERS- Nash (Jay Bryan)

The five lectures reprinted in this monograph were presented at the past five national conventions of the American Alliance for Health, Physical Education, Recreation and Dance. They offer messages concerning future needs and goals to leisure professionals and students seeking entry into the field. Part I contains: (1) "The Mild Blue Yonder--Changing Lifestyles and Leisure" (Janet R. MacLean); (2) "Coming to Grips with the New Leisure" (Richard G. Kraus); (3) "A View of the Past--A Bridge to the Future" (Allen V. Sapora); (4) "Recreation Prospects" (Edith L. Ball); and (5) "The Dynamics of Recreation" (Betty Van der Smissen). Part II of the publication includes: "Select Biographical Information: Jay Bryan Nash" (Harvey M. Jessup). Part III offers quotes on Nash's philosophy, advice, and witticisms. (JD)

ED 231 807 SP 022 691

Moody, Peter R.
Maple Ridge Physical Education Project: Evaluation of Stage II, 1981-82.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Attitudes; *Curriculum Development; Educational Quality; Elementary Education; Elementary School Teachers; Foreign Countries; *Instructional Improvement; *Physical Education; Physical Education Teachers; Principals; *Program Effectiveness; *Program Evaluation; *Program Implementation; Resource Teachers; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- Canada

The Maple Ridge Physical Education Project's purpose is to assist selected schools in the implementation of quality daily physical education lessons. "Quality daily physical education" is considered to comprise at least three instructional physical education periods per week, plus a maximum of two physical activity sessions per week. This report explains and evaluates the project in six sections. The first section discusses implementation procedures, including references to participating schools, personnel, implementation activities, and the plan of action. Evaluation procedures are detailed in the second section. The third section outlines the implementation process by discussing its stages and the helping teacher's and project consultant's roles. The fourth section covers assessment of the implementation process on the parts of teachers, building principals, the district principal, helping teachers, and project consultants. Results from teacher questionnaires, teachers' assessment of school programs, and principals' ratings of school program elements are used in the fifth section to discuss the status of school physical education programs. The sixth section details project strengths and concerns and offers recommendations. Three appendices and 13 tables accompany the report. (JMK)

ED 231 822 SP 022 732

Contento, Isobel R.; Michela, John L.
Spontaneous Classification of Foods by Children at Varying Cognitive Developmental Levels.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Children; *Classification; *Cognitive Development; Concept Formation; *Developmental Stages; Elementary Education; *Food; Foods Instruction; Health Education; *Nutrition; Nutrition Instruction

A study examined children's conceptions about nutrients and the dimensions underlying their classifications of foods into groups. Children (5 to 11 years old) classified 71 foods into groups by whatever criteria they wished. These classifications were recorded, as were the children's answers to questions about nutrients and their responses in tasks assessing cognitive developmental level. Analysis of classification data yielded four major food groups. One difference from the "Basic Four" food groups involved the presence of a sweets group. Analysis revealed common underlying dimensions of sweet vs. non-sweet foods and meal entrees vs. drinks and breakfast foods, suggesting that perceptual, functional, and physical properties of foods influenced food classifications. Only "concrete operational" children were influenced by dimensions involving degree of food processing and food origin. Understanding of nutrients improved with cognitive developmental level, but generally poor understanding was evident. Results highlight the need to design health education curricula that are appropriate to students' cognitive developmental levels. (Authors/CJ)

ED 231 914 UD 022 867

Shore, Rima; And Others
Clara Barton High School. Bilingual Project. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Allied Health Occupations Education; *Bilingual Education Programs; *English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; Mathematics; Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; *Tutorial Programs; Vocational Education
IDENTIFIERS- *New York City Board of Education

The report evaluates the Bilingual-Bicultural Project conducted in 1981-82 at Clara Barton High School, in Brooklyn, New York, for 50 Spanish speaking students with limited English proficiency (LEP). The project was designed to provide tutorial support to LEP students and to enable them to be placed in one of the more challenging health profession majors offered at the school. Additional help was provided to students in both English and Spanish language achievement, and in content area courses. The project also sought to help students to organize their studies, develop learning skills, and bolster their motivation to remain in school despite financial, cultural, and academic pressures. Quantitative analysis of student achievement among participants indicates that: (1) Spanish speaking students mastered 1.7 objectives per month of instruction; (2) program students demonstrated gains in pre- and posttest reading scores; (3) students in grades 10 and 12 demonstrated gains in mathematics performance; and (4) program students had better attendance rates than the school average. The report offers several recommendations regarding data collection and recordkeeping, scheduling of tutorial sessions, assessment of program impact, additional second language assistance, more challenging native language classes, formation of a bilingual club, and modification of the program objective concerning the Criterion Referenced English Syntax Test (CREST). (AOS)

ED 231 554 RC 013 862

Porcher, Louis
The Education of the Children of Migrant Workers in Europe: Interculturalism and Teacher Training.
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 81
AVAILABLE FROM- Manhattan Publishing Company, 80 Brook St., P.O. Box 650, Croton, NY 10520.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- Bilingual Education; Case Studies; Change Strategies; Comparative Education; Cross Cultural Training; Elementary Secondary Education; *Foreign Countries; *Immigrants; *Intercultural Programs; *International Programs; *Migrant Education; *Teacher Education; Teacher Exchange Programs
IDENTIFIERS- *Europe; France; Netherlands; Sweden; Switzerland; West Germany

Education of the children of migrant workers in Europe is addressed in terms of interculturalism and teacher training. This report is the cornerstone of the experts' work; it not only sums up a number of case studies, but also discusses the subject of intercultural education and presents the guidelines that experts have followed and on which their actions and recommendations are based. Part one addresses intercultural education for all pupils, the need for international collaboration, learner-centered teaching, the school and the outside world, and a new kind of education. Part two provides an overview of what ought to be done and addresses specifically what the decision-makers and training centers could do. The conclusions reiterate that the intent of the report was not to proffer solutions, but to suggest a few in the form of operational proposals; thus, offering the readers a working instrument rather than a final answer. Appendices offer extracts from eight experts' reports on training teachers in the Federal Republic of Germany, France, the Netherlands, Sweden, Switzerland, and the United Kingdom, plus training Portuguese and Spanish teachers working in France. (AH)

ED 231 583 RC 014 189

Barker, Bruce O.; And Others
A Report on Rural Education in Arkansas.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Administrators; Comparative Analysis; Consolidated Schools; Courses; Curriculum Development; Declining Enrollment; *Educational Finance; Elementary Secondary Education; Extracurricular Activities; Principals; Problems; Profiles; *Rural Population; Rural Schools; School Size; *Small Schools; State Surveys; Superintendents; Teacher Recruitment; *Teachers; Teacher Salaries; Transportation
IDENTIFIERS- *Arkansas

Of 238 small K-12 rural public school districts (enrollments under 900) identified in the Arkansas study, 40 were chosen for use in gathering information to assist educators in understanding and improving education of rural residents. An 80% response rate to the 123-item questionnaire mailed to superintendents provided information on district characteristics, i.e., enrollment size, district size, special funding aid, occupation of residents, bond issues, and transportation (number of students bused, distance bused, and cost). Information gathered on district leaders (superintendents and principals) included ages, job classifications, educational levels, salaries, previous employment, hours worked per week, and major on-going concerns. District staff is discussed in terms of number of full-time teachers, number of specialists, salaries, secondary subject preparation, and recruitment. Graduating seniors (988) were addressed via superintendents' comparisons of their academic achievement with national averages (25% ranked their students above national average), number of graduates per district, number of National Merit Exam Finalists (7), and ACT or SAT scores. Finances were cited as the most serious on-going concern, followed by securing qualified teachers and improving curriculum. A summary of findings and a table showing 183 comparisons of Arkansas students to those of a national study conclude the report. (AH)

ED 231 656 SE 042 194

Academic Science/Engineering Graduate Enrollment and Support. Fall 1981. Detailed Statistical Tables. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-83-305
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- College Science; *Engineering; Engineering Education; *Enrollment; *Enrollment Trends; Federal Aid; Financial Support; Full Time Students; Graduate Students; *Graduate Study; Higher Education; Medical Education; Part Time Students; *Postdoctoral Education; Science Education; *Sciences; Surveys

The 10th annual Survey of Graduate Science and Engineering Students and Postdoctorates requested data from all institutions of higher education in the United States in which there was at least one science or engineering program leading to a master's or doctoral degree (separate forms for medical and health-related programs were included). These data are presented in detailed statistical tables provided in five parts labeled A-E. The first part includes summary data for all institutions, both doctorate- and master's-granting for fall 1981. The second part presents summary trend statistics for all institutions, 1975-1981. The third and fourth parts show trend data for doctorate-granting institutions (1974-1981) and master's-granting institutions (1975-1981). The tables in the last part present rankings of doctorate- and master's-granting institutions based on selected variables (including sex and race) as well as total departmental coverage for each year. Also provided are technical notes, classification of institutions, and copies of 1981 survey forms (together with survey instructions and summaries of institutional responses by broad science/engineering field, highest level of degree granted, and type of institution). (JN)

ED 231 671 SE 042 213

Fillo, J. A.

Introduction to Nuclear Fusion Power and the Design of Fusion Reactors. An Issue-Oriented Module.

American Association of Physics Teachers, Stony Brook, NY.
PUB DATE- 81
AVAILABLE FROM- Issue-Oriented Modules Project, AAPT Executive Office, Graduate Physics Building--SUNY, Stony Brook, NY 11794 (single copies free of charge; pay postage costs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Accidents; *College Science; Higher Education; *Nuclear Energy; *Nuclear Physics; *Nuclear Power Plants; *Nuclear Technology; Physics; Pollution; Power Technology; Radiation Effects; Safety; Science Education
IDENTIFIERS- *Nuclear Fusion; *Nuclear Reactors

This three-part module focuses on the principles of nuclear fusion and on the likely nature and components of a controlled-fusion power reactor. The physical conditions for a net energy release from fusion and two approaches (magnetic and inertial confinement) which are being developed to achieve this goal are described. Safety issues associated with fusion reactors are discussed, and comparisons with other power sources are compared. Problems and discussion questions are suggested for a further exploration of these subjects. Topic areas addressed in section 1 include: fusion power; fusion/fission; fusion reactions; charged-particle repulsion; physical conditions required for the fusion process; minimum ignition temperature; and the Lawson criterion. Topic areas addressed in section 2 include: magnetic confinement--magnetic field and ion density; inertial confinement; motion of charged particles in a uniform magnetic field; magnetic confinement--particle paths; the Tokamak; and fusion reactor design. Topic areas addressed in the third section on safety and pollution of fusion reactors include: tritium; neutron activation; radiation damage; accidents; comparison with fusion-reactor hazards; and problems of scale and cost; also included are projects, questions, and suggestions for further reading and research. (JN)

ED 231 869 TM 830 429

Formatting Specifications for the Florida State Student Assessment Tests.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Educational Diagnosis; Elementary Secondary Education; Mathematics Skills; Reading Skills; *State Programs; *Test Construction; *Test Format; Testing; *Testing Programs; *Test Items; Writing Skills
IDENTIFIERS- Contractors; *Florida State Student Assessment Test; Florida State Student Assessment Test Part II; *Test Specifications

The Florida Statewide Assessment Program tests students' achievement of basic skills in reading, writing, and mathematics at grades 3, 5, 8, and 10 on the State Student Assessment Test-Part I (SSAT-I). In addition, high school students are tested on practical math and reading tasks on the State Student Assessment Test-Part II (SSAT-II). This document contains specifications for formatting items for the Florida State Student Assessment Tests. These specifications are to be used by contractors and any others who write items for the Florida Statewide Assessment Program to ensure accuracy and consistency of the layout and structure of experimental test booklets at each grade level. Instructions are provided for typing and formatting items on the test booklet pages. Examples of items are given for many situations. For the contractor's assistance in reading this document, these items are printed in the correct style and size and many of them are boxed. The items contained herein are true simulations of the style and placement required for actual test items. Included in the appendices are: (1) examples of type sizes to be used at each grade level; (2) a pattern for page margins; and (3) examples of acceptable and unacceptable artwork. (PN)

ED 231 885 . TM 830 502

Broadbooks, Wendy J.; Elmore, Patricia B.

An Investigation of the Sampling Distribution of the Congruence Coefficient.

PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Factor Analysis; Goodness of Fit; Hypothesis Testing; *Research Methodology; *Sample Size; *Sampling; Simulation; Statistical Analysis; *Statistical Studies
IDENTIFIERS- *Coefficients of Congruence; Magnitude Estimates; Population; *Replication; Statistical Simulation; Variables; Variance (Statistical)

This study developed and investigated an empirical sampling distribution of the congruence coefficient. The effects of sample size, number of variables, and population value of the congruence coefficient on the sampling distribution of the congruence coefficient were examined. Sample data were generated on the basis of the common factor model and principal axes factor analyses were performed. Sampling distributions were formed on the basis of 200 replications for each combination of psi, sample size, and number of variables. Characteristics of each distribution were described and goodness of fit to normality tests, t-tests, and chi square tests were performed to determine whether the sampling distributions behaved similarly to the Pearson product-moment correlation coefficient. The results indicated that when the population congruence coefficient is zero, the sampling distribution of the congruence coefficient is relatively stable and is similar to the sampling distribution of the correlation coefficient. The expected variance of each sampling distribution is influenced not only by sample size but also by the number of variables used in the factor analysis. Further research needs to be done to ascertain more specifically the effect of sample size and number of variables on the variance of the sampling distribution. (PN)

ED 231 899 UD 022 839

Bloome, David
School Culture and the Future of Literacy.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 2 Apr 82
GRANT- NIE-G-80-0128
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Alienation; Group Dynamics; Interpersonal Relationship; *Language Acquisition; Language Usage; *Linguistic Performance; Literacy; Literature Reviews; *School Role; Social Change; *Social Influences; *Sociocultural Patterns; Sociolinguistics; Speech Communication; Writing (Composition); *Written Language

The decontextualized nature of literacy has been a recurrent issue in discussions of the consequences of literacy over the last twenty years. The central thesis of these discussions is that the nature of written discourse itself leads directly or indirectly to changes in cognitive processing, linguistic progressing, cultural development, and/or the evolution of society. A more recent view holds that the consequences of literacy derive from the nature of literacy practices during literacy acquisition. The difference between the two views lies in what is assumed to be inherent in written discourse. The paper reviews both sides of the issue and argues that literacy brings about social and cultural changes which in themselves are of a decontextualized nature. It is suggested that literacy be viewed as a social tool involved in "gatekeeping," the establishment of social relationships, and enculturation. It is further suggested that in American society, schooling has a major role in how literacy is used as a social tool, including the teaching or learning of an alienated linguistic framework. (AOS)

Education for Rural Development - A Portfolio of Studies. Volume 4: Manpower, Science, and Technology and Extension Education.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.
PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York NY 11036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- Community Development; Community Education; Community Involvement; Developing Nations; Economic Factors; Educational Status Comparison; Employment Problems; *Extension Education; Foreign Countries; Job Skills, *Labor Force Development; Nonformal Education; *Rural Development; *Rural Education; *Science Activities; *Technological Advancement; Vocational Education
IDENTIFIERS- *Asia; Education Role; India; Malaysia; Manpower Planning; Philippines; Self Employment

Volume 4 in a five-volume portfolio of studies reflecting different facets of the concept of education for rural development consists of three studies. The first study, "Planning for Meeting Manpower Requirements and Training for Self-Employment in Rural Areas," by Jose R. Vergara (Philippines), analyzes the scenario of growth and employment, economic policy and educational status of the country; provides steps in manpower planning and development of a suitable manpower program; and suggests training programs for self-employment (i.e., handicrafts and cottage industries, food production, broiler production/piggery, fishing, gardening/green revolution, sewing, distributive trades, and service trades). "Out-of-School Science and Technology for Rural Development," by A. M. Ghose (Malaysia), points out that in the developing countries of Asia, a shift from formal to non-formal education programs seems desirable. It presents several out-of-school science activities, showing how such activities could be linked to rural development or act as an important link between the rural communities and urban scientific institutions. "Education for Sustained Improvement of Technology in Rural Areas," by C. Prasad (India), is based on the Indian experience in respect to integrated rural development programs utilizing basically the philosophies, methods, and approaches of extension education. (AH)

ED 231 597 RC 014 208

Nabhan, Gary; And Others
Kaicka. Seed Saving the Papage-Pima Way. A Guide for Desert Gardeners and Farmers. Sourcebook.
Meals for Millions/Freedom from Hunger Foundation, Tucson, AZ.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Agricultural Production; *American Indian Culture; American Indians; Cultural Background; Cultural Enrichment; Elementary Secondary Education; Enrichment Activities; Farmers; *Food; Harvesting; Horticulture; Papago; *Plant Propagation
IDENTIFIERS- Fruits; *Papago (Tribe); *Seed Preservation; Vegetables

Developed for desert gardeners and farmers, the guide describes "kaicka" (the storing of seeds)--seed saving the Papago-Pima way. Setting the mood for the document, the introductory material contains the story of kaicka via a dialog between a child and his grandfather (presented in Papago and English). The additional sections which make use of examples and stories (with Papago-Pima vocabulary interspersed and translated) teach the lessons concerning cultural preservation through seed care and handling. Sections include: "Saving What Our Ancestors Gave Us"; "Seed Storage Problems"; "Traditional Seed Saving Practices"; "Selecting Seeds from the Best Plants You Can Find"; "Cleaning, Threshing and Drying Seeds (Corn; Beans and Peas; How to Make a Flail; Squash, Melons, and Gourds; Wheat and Other Small Grains; Chiles)"; "Storing Seeds at Home"; "How Long Can Seeds Be Kept and Still Be Good for Planting?"; "Germination Tests: Checking to See if Seed Will Sprout"; "Names for Papago-Pima Crops"; and "Off-Reservation Sources of the Old Kinds of Seeds." The section dealing with the names for Papago-Pima crops contains the English, Papago, Spanish, and scientific names for the crops, and the section on off-reservation sources contains seven addresses of places to write for more information about special kinds of seeds that the "Old People" used to have. Concluding the guide is a list of further readings. (AH)

ED 231 611 SE 041 615

Marrett, Cora Bagley
Minority Females in High School Mathematics and Science.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-G-79-0110
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Black Students; Educational Research; *Enrollment Trends; *Females; High Schools; Institutional Characteristics; Minority Groups; *Secondary School Mathematics; *Secondary School Science; Surveys
IDENTIFIERS- Mathematics Education Research; Science Education Research

This study examined enrollment trends in high school mathematics and science courses among black females and compared their patterns with those of other groups. It also sought to determine conditions that seemed to enhance enrollment among black females. Data are reported on questionnaire responses from teachers in 20 schools; school visits aided in interpreting the survey data. Black females comprised nearly one-third of the enrollees in general mathematics, but only one-sixth of the students taking top-level mathematics courses. Consistently, black males were lowest on the course ladder and black females just above them. Enrollment for blacks lagged considerably behind that for whites. The enrollment trends were more similar between black males and black females than between black females and white females. Similar patterns were found in science courses. In mathematics, level of teacher experience at the present school, teacher involvement in decision-making, and teacher satisfaction were most strongly correlated with enrollment. In science, satisfaction was most strongly correlated with enrollment, with experience and decision-making lower. School climate was related to enrollment in science, but not in mathematics. Specific differences between schools with high and low enrollment were also reported. (MNS)

ED 231 687 SO 014 682

Perko, F. Michael
The Educational Evangelicals: Protestant and Catholic Missionary Societies' Influences on Midwestern School Formation, 1830-1860.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Catholics; Catholic Schools; *Educational History; Elementary Secondary Education; *Protestants; *Public Schools; Religion; Religious Differences; *Religious Factors
IDENTIFIERS- *Mission Schools; *United States (Midwest)

Protestant and Catholic missionary organizations contributed to the development of American schooling. On the Protestant side, the American Home Missionary Society and the American Sunday School Union provided missionaries who frequently became active in school activities. More importantly, these agencies, typical of the evangelical alliance of this era, provided a common ideology, seen especially in their fear of a Catholic domination of the Mississippi Valley. The Catholic organizations were seen by Protestants as concrete links between American Catholicism and the despotic powers of Europe, and they served, therefore, to mobilize anti-Catholic sentiment, thus encouraging the formation of common schools. This ideology was important as a driving force in the development of common schooling. Three Catholic organizations were equally important. The Leopoldine Association of Vienna, the Ludwig Missionsverein of Bavaria, and the Society for the Propagation of the Faith of Lyons and Paris raised money for education. They too magnified a threat--the Protestant threat--in order to gain more funds. (RM)

ED 231 731 SO 014 928

Chilcoat, George W.

The Making of a Rock Festival: A Historical Creative Experience in a Group Study of Popular Music as an Instrument in Studying American Culture of the Sixties and Seventies.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Group Activities; High Schools; History Instruction; *Music; *Popular Culture; Program Descriptions; *Social Change; *Social Environment; Social History; Student Projects; Teaching Methods; United States History
IDENTIFIERS- Folk Music; Folk Rock; Rock Music

A project in which high school students examine the social history of the United States through a popular music presentation is described. The introduction of the paper draws together a series of sources which emphasize the importance of popular music, particularly during the 1960's and 1970's. The social effects of popular music are outlined: creating a sense of group unity, arousing emotions, elevating morale, and encouraging people to get involved. Next, the student project is described. Student groups are involved in choosing a theme of social protest and social change in the 1960's and 1970's and creating a program based on the group's theme. The program, which will analyze various social viewpoints of the theme, may be presented in the form of a slide show, demonstration, live concert, or other. Each group also presents a discography to the class. A sample discography of anti-Vietnam recordings, a list of suggested themes, reference sources, evaluation criteria, and a student questionnaire are included. (KC)

ED 231 745 SO 014 985

Issing, Ludwig J.
Experiences with Videotex and Expected Effects of Cable TV on Education in West Germany.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audiovisual Communications; *Cable Television; Computer Programs; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Information Services; Mass Media; Online Systems; Social Change; Student Attitudes; Technological Advancement; *Telecommunications; *Videotex
IDENTIFIERS- New Media; *West Germany

The educational implications and capabilities of Broadcast Videotex, Interactive Videotex, and cable television need to be considered in the context of how education as a profession should react toward the implementation of the "new media." Broadcast Videotex, which is capable of programmed learning as well as subtitling for the hearing impaired or foreign student, differs from Interactive Videotex, which enables a recipient to receive direct access to a wide variety of education-related contents and services through telephone linkage to a central computer. Field experiments suggest that Videotex will play a supplementary function in education as a source of reference, a learning aid, and a remedial reading tool. It is an individual medium, not very apt for group learning, but it will have implications for personal and family life. With one-way cable television, individual and group-oriented special programs become possible, while two-way cable provides services similar to Interactive Videotex, in addition to films and audiovisual learning. Currently in West Germany four pilot projects are planned for testing possible uses of cable television. However, surveys reveal that both educators and students are skeptical about the use of electronic technology, fearing negative effects on society and the possible threat to personal communication and human interaction. The solution is for educators to engage in the formulation of regulations rather than leaving policy decisions to industry and politics. (LH)

ED 231 761 SP 022 397

Miller, Arthur W.
The Development of an Empirical Based Curriculum for Aspiring Higher Education Physical Education Administrators.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Attitudes; *Administrator Education; *Administrator Qualifications; Core Curriculum; *Curriculum Design; Curriculum Evaluation; Educational Needs; Higher Education; Leadership Training; Management Development; Needs Assessment; *Physical Education Teachers; Public Relations; Relevance (Education); Supervisory Training

This study was designed to establish a basis for developing a relevant curriculum for preparing administrators of physical education departments in higher education. Responses to a questionnaire were received from 106 chief administrators in university and college physical education programs. The first part of the questionnaire asked respondents to indicate course competence ratings and to indicate course usefulness as specifically related to their present administrative position. The second part asked ratings on their preparation for specific administrative duties and the importance of these duties in their administrative routine. Responses revealed that physical education administrators rated their competence high in physical education type courses but rated the usefulness of this coursework low in relation to their administrative duties. Results also revealed that non-physical education type courses had a low competence rating but a high projected usefulness rating. Ten core courses are recommended for a relevant physical education administrator curriculum: (1) leadership skills; (2) personnel management; (3) public speaking; (4) public relations; (5) budgeting; (6) staffing; (7) problem analysis; (8) administration of physical education; (9) physical education facility planning; and (10) health, physical education, and recreation skills. A copy of the questionnaire is appended. (JD)

Markowitz, Judith A.; Franz, Susan K.
On Vocabulary Subtests and Children's Definitions.
PUB DATE- 10 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Children; *Cognitive Development; *Definitions; Elementary Secondary Education; *Intelligence Tests; Preschool Education; Syntax; Test Interpretation; *Vocabulary
IDENTIFIERS- Piagetian Theory; Stanford Binet Intelligence Scale; Terman Merrill Vocabulary Test; Wechsler Adult Intelligence Scale; Wechsler Bellevue Intelligence Scale; Wechsler Intelligence Scale for Children (Revised); Wechsler Preschool Primary Scale Intelligence

Word concepts have long been recognized as an integral part of intelligence, and word definition tasks are frequently used to measure them. Entire subtests requiring definitions, usually called vocabulary tests, are common; because of their apparent stability and comparability with overall intelligence, these subtests have been given a preeminent position in intelligence testing. This paper describes the limitations of vocabulary subtests of intelligence scales and presents a comprehensive review of the research on children's definitions. The authors propose that many of the existing problems which surround vocabulary subtests can be alleviated by incorporating the research findings into the scoring and interpretation of these subtests. (Author/LC)

ED 231 509 PS 013 582

Medlin, Richard G.
Encoding Variability and the Development of Rehearsal.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Associative Learning; Cues; Elementary Education; *Elementary School Students; Grade 3; Grade 6; *Performance Factors; *Recall (Psychology)
IDENTIFIERS- Rehearsal (Memory); *Rehearsal Strategies

A study was conducted to test the hypothesis that high-variability rehearsal more effectively facilitates word recall than does low-variability rehearsal. Third-grade and sixth-grade students were asked to memorize a list of 20 common words. A read-aloud rehearsal procedure was used so that rehearsal could be experimentally controlled. One word was presented every 5 seconds; on the same card, the rehearsal accompanying it was also presented. As each card was shown, the experimenter read the to-be-remembered word aloud, and then the child read the rehearsal aloud. The high-variability rehearsal protocols consisted of the word to be remembered plus the previous two items. The low-variability rehearsal protocols were designed so that any given item was likely to be rehearsed along with only two other items. Free recall was tested after each of four study/test trials, and a form of cued recall was measured at the end of the session. Results showed that sixth graders consistently remembered more words than did third graders. Both third and sixth graders recalled more words in the high-variability rehearsal condition. Also, results of the cued recall test suggested that more inter-item associations were developed through reading the high-variability rehearsal. (RH)

ED 231 524 PS 013 721

Morrison, Andrea L.; And Others

A Prospective Study of Divorce and Its Relationship to Family Functioning.

California Univ., Berkeley. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; Norwegian Research Council for Science and the Humanities.
PUB DATE- Apr 83
GRANT- B-68-80-006; NIMH-MH-16080
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Problems; Child Rearing; Daughters; *Divorce; Family Environment; *Family Life; Fathers; Longitudinal Studies; Mothers; *One Parent Family; *Parent Child Relationship; *Sex Differences; Sons; Stress Variables

In this study, the nature of the home environment, the characteristics of the parent/child interaction, parents' childrearing orientations, and parents' self-descriptions were examined prior to divorce (while the families were still intact) and then again following divorce. The sample consisted of families recruited from an ongoing longitudinal study of children's ego and cognitive development initiated when subjects were 3 years old. Only those families in which parents had divorced after the first assessment were included in the sample. Family function was assessed when children were 3, 4, 6, and 12 years old. In general, results indicated that parental functioning declined in important ways years before divorce actually occurred. Before the divorce, mothers were unavailable emotionally and physically to their children and were more involved with their own careers and activities. After divorce, economic pressures and the competing demands of family and career on the mother combined to further depress the quality of life for children in single-parent homes. (MP)

ED 231 627 SE 042 062

Spector, Barbara S., Comp.
Proceedings of National Sea Grant College Program Marine Education Leaders' Meeting (Rockville, Maryland, February 21-22, 1979).
National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Apr 79
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Agency Role; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Environmental Education; *Financial Support; Higher Education; Interdisciplinary Approach; Needs; Organizational Communication; Professional Continuing Education; *Program Descriptions; Science Education; State Agencies; *Teacher Education; Technical Education
IDENTIFIERS- *Marine Education; *Sea Grant Program

This document is a summary account of the proceedings of the first in a series of informal meetings convened by the Office of Sea Grant (OSG) to further marine education in the United States. The document should assist educators participating in future meetings by making it possible to avoid the necessity to re-define basic concepts and principles. No attempt has been made to prioritize, shorten, or highlight any of the items that were discussed. Items include statements by Bob Shephard and by Barbara Spector (Program Director, National Sea Grant College Program). Areas addressed in Shephard's statement include: general and OSG organization; support for marine education, pass-through funding, National Sea Grant support for marine education, and others. Areas addressed in Spector's statement include her responsibilities, nation-wide perception of needs, money for quality assessment workshops, marine education's needs, list of most pressing needs, education components within different Sea Grant programs, and others. Additional items included are the luncheon meeting notes; vocabulary; other activities/discussions; and possible Sea Grant-Cooperative Extension (4-H) cooperation. Three appendixes and handouts given out at the meeting are also provided. Among the information presented in the handouts are education/training goals and objectives for marine education and statement of role of state marine education coordinator. (JN)

Turtle Geometry. Teacher's Guide.

San Francisco State Univ., Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- *Computer Oriented Programs; Elementary Secondary Education; *Geometric Concepts; Learning Activities; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Microcomputers; Middle Schools; Problem Solving; Programing; Teaching Guides; Units of Study; Worksheets
IDENTIFIERS- Math Network Curriculum Project; *Turtleworks (Computer Program)

This document is the sixth of seven units developed by the Math Network Curriculum Project. Each unit, designed to be a 2-week module, is a teacher's guide which includes detailed directions along with the courseware and software needed. Teacher intervention in the non-computer activities that begin each unit is required, and the consistent use of small-group instruction makes the units usable in a standard classroom if two microcomputers are present. In the Turtle Geometry Unit, students use a computer program called Turtleworks (developed by Bill Finzer), to learn a language for geometry. They use this language to construct drawings on the computer and to store them on the Network. When not making designs on the computer, students use Turtle-Tractors, devices similar to protractors, to make drawings on paper. Besides learning to express geometrical ideas in a computer language, students discover theorems about polygons, learn to command more than one turtle at a time, and become expert at seeing how a complex design is built of smaller parts. The computer program was developed for use on a Commodore PET Computer with at least 16K of RAM using 4.0 BASIC. (MNS)

ED 231 717 SO 014 774

Lilly, Edward R.
The Corporate Value and Social Responsibility.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Accountability; *Administrative Principles; *Business Responsibility; *Leadership Styles; Literature Reviews; Organizational Objectives; Quality of Life; *Social Problems; *Social Responsibility; Values
IDENTIFIERS- Profit Maximization

In the past two decades, corporate social responsibility has become a controversial issue which is usually responded to according to the management style of individual corporations. Three concepts of management style have developed. Profit maximization considers that money and wealth are most important, labor is a commodity to be bought and sold, and management accountability is to the owners. Trusteeship management is characterized by beliefs that money is important but so are people; labor has certain rights; and management accountability is to owners, employees, customers, and other contributors. Quality of life management is concerned that people are more important than money; employee dignity has to be satisfied; and management accountability is to owners, contributors, and society. Accordingly, technological, environmental, and aesthetic values differ greatly among management styles. Arguments for corporate social responsibility include long-run self-interest, public image, avoidance of government regulation, sociocultural norms, stockholder interest, and predictive prevention. Arguments against are limitation of profit maximization, costs of social involvement, lack of management's social skills, business's possession of too much power, lack of accountability, and dilution of business's primary purpose. Research indicates a positive relationship between a company's social and economic performance. (KC)

ED 231 777 SP 022 476

Butcher, Janice; Hall, M. Ann
Adolescent Girls' Participation in Physical Activity.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 28 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescent Development; *Adolescents; Elementary Secondary Education; Family Influence; *Females; Intramural Athletics; Longitudinal Studies; *Participant Satisfaction; Peer Influence; Personality Traits; Physical Activities; *Physical Activity Level; Physical Education; Recreational Activities; *Student Attitudes; *Student Participation; Womens Athletics

A longitudinal study of girls from the sixth through tenth grades sought to determine if the extent and type of participation in physical activities changed with age. A sample of 207 girls was selected with 140 completing the survey over 5 years. Participation was measured by activities in interschool teams, intramural activities, community-organized activities, average amount of time per day spent in activities, total number of activities, and frequency of participation in four favorite activities. Included in the study were three major factors related to participation: personal attributes; influence of peers and parents; and opportunity. Findings included: (1) Physical activity declined as the girls matured; (2) Participation in interschool teams and intramural activities dropped off abruptly in grade 10; (3) Satisfaction with and attitude toward physical education was lowest in junior high school; (4) Physical activity for release of tension increased with advancing age while competition declined; (5) Positive influence toward sports by significant others declined along with the image of the female athlete; and (6) Socialization and socioeconomic status separated participants and non-participants in community organized activities. Ten tables, demonstrating the findings, are included in the text. (JD)

ED 231 792 SP 022 657

Bain, Linda L.; Wendt, Janice C.

Transition to Teaching: A Guide for the Beginning Teacher.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.

REPORT NO.- ISBN-0-88314-247-3
PUB DATE- 83
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publication Sales, P. O. Box 704, Waldorf MD 20601 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Beginning Teachers; Behavior Patterns; *Classroom Techniques; Discipline; Elementary Secondary Education; *Physical Education Teachers; Self Actualization; *Socialization; Stress Variables; *Teacher Orientation; Teacher Persistence; Teacher Role

Addressed to the first year physical education teacher, this booklet offers general and specific suggestions for successfully adapting to a new role and a new environment. The first chapter deals with the new teacher's introduction into an unfamiliar social structure. A table presents an orientation guide listing elements that must be considered: (1) demographic data on the school itself; (2) procedures and duties required of all teachers; (3) school policy, organization, and services; (4) physical education procedures, organization, staffing, and curriculum; and (5) athletic responsibilities. Chapter 2 offers advice on the daily routine of the physical education teacher, with particular emphasis on controlling the class and discipline. In the third chapter, suggestions are given on successfully functioning within the organization of the school and the role of the physical education teacher. Chapter 4 deals with stress factors in the job and coping with difficult situations. The final chapter discusses personal growth and professional development. (JD)

ED 231 808 SP 022 692

Foster, Herbert L.; Biernat, Nancy A.

Conscious and Unconscious Teacher/Administrator Behavior and Conflict: Three Related Studies.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Aggression; Anxiety; *Conflict Resolution; Coping; Discipline Problems; *Interpersonal Relationship; *Personality Traits; Stress Variables; *Teacher Behavior; *Violence

The role of personality make-up of those involved in problem solving, conflict resolution, classroom management, and school discipline is discussed. Three studies are presented which demonstrated personal characteristics which may appear to invite, or provide opportunity for, antisocial behavior. In the first study, psychological profiles were drawn of a selected group of inner-city teachers who had been subjects of more than average violence in their schools. The results indicated obsessional, passive, idealistic, dedicated persons who were unable to understand or cope with the violence directed toward them. The second study dealt with psychiatrists who had been assaulted by patients. The majority of them felt that they had provoked or anticipated the violence by their own actions. In the third study, convicts were asked to identify from videotapes persons walking on the streets whom they would consider easy to assault. Victims were generally identified as those who signalled vulnerability by stride, body movements, or type of walk. Discussion following presentation of the studies covers the relationship of the studies to inner city, urban, and other schools, and the matter of classroom discipline and control. (JD)

ED 231 823 SP 022 734

Blann, Mary E.

Physical Education Programs and Agency Sponsored Sport: What Relationship? (Elementary Physical Education Perspective) Cooperation not Competition.

PUB DATE- 10 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Athletics; Child Development; Children; Competition; *Cooperation; Elementary Education; Leisure Time; *Physical Development; *Physical Education; *Physical Recreation Programs; Skill Development; Student Development; Student Participation

The total development of the child can be enhanced and enriched through various activities in physical education, youth sport, and leisure pursuits. Children between the ages of 5 and 12 are eager, enthusiastic, highly motivated, and interested in physical activity, and they comprise the population served by the school physical education program and the youth sport program outside the school. A cooperative relationship between physical education and youth sport programs could result in a mutually beneficial relationship and could help in trying to meet the developing child's needs. Although more children are involved in youth sport programs than ever before, physical education programs are feeling the effects of dramatic budget cuts. Considering the time spent, the extensive process of skill development, and the social and emotional aspects involved, it is essential to establish a cooperative relationship for the benefit of the child. Both physical education and youth sport programs provide situations where attitudes toward and appreciation of competition can be learned. The cooperation of physical educators, parents, and youth sport leaders can do a great deal for the education of youth and for the promotion of both programs. (JMK)

ED 231 853 TM 830 382

Noblit, George W.; Hare, R. Dwight
Meta-Ethnography: Issues in the Synthesis and Replication of Qualitative Research.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Comparative Analysis; Ethnic Groups; *Ethnography; *Research Methodology; Research Needs; *Research Problems; *School Desegregation; Secondary Education; Site Analysis; Social Science Research; Synthesis
IDENTIFIERS- Aggregation (Data); Conceptual Frameworks; *Meta Analysis; *Meta Ethnography; Qualitative Research

Meta-analysis, as a quantitative approach, requires a determination of a basic comparability between phenomena so that the data can be aggregated for the analysis. This is the crux of the problem with the meta-analysis analogy for a meta-ethnography. It implies an aggregate theory of social explanation, and thus may violate the qualitative, enthnographic approach. Awareness of this problem occurs only when researchers fail to attain a synthesis of ethnographic studies of desegregation. The synthesis attempt as used with two different approaches reveals the problem of the aggregate theory of social explanation. Both synthesis attempts for the five desegregation ethnographies essentially used an aggregate theory of social explanation researching for "general conclusions," and as such both lost the essential values of the ethnographic approach. The search for general conclusions was context-stripping, and reverted to a different standard for theoretical significance: commonalities across-site as compared to the patterns explaining the results for each site. The problem of the aggregate theory of social explanation is thus revealed. Meta-analysis assumes an aggregate theory of combining results and interpreting the magnitude of the combination. A meta-ethnography must have a theory of social explanation that both preserves uniqueness and entails comparison. (PN)

ED 231 540 PS 013 753

Innovative Approaches to Preventing Child Abuse: Volunteers in Action. Prevention Focus Working Paper 015.

National Committee for Prevention of Child Abuse, Chicago, Ill.
PUB DATE- Jan 83
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan, Suite 1250, Chicago, IL 60604 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attachment Behavior; *Child Abuse; *Community Action; *Community Programs; Crisis Intervention; *Demonstration Programs; Disabilities; Early Parenthood; Elementary Education; Innovation; *Parent Education; *Prevention; School Community Programs; Social Support Groups
IDENTIFIERS- Latchkey Children; Parenting; Street Theater

Collected in this working paper are summary descriptions of 17 innovative community action programs designed to prevent child abuse. These programs were developed by individuals, community groups, hospitals, and/or state chapters of the National Committee for Prevention of Child Abuse, as well as by other groups and organizations. Located in different states, programs have used various approaches, focused on various populations, and attempted to reach different goals. Examples include (1) a parent education/support group for adolescent and inexperienced parents and parents-to-be; (2) a clearinghouse for information about services for handicapped and developmentally delayed children from birth to 3 years of age; (3) a support group for young adults who have been abused; (4) a program and film to help upper-elementary latchkey children and their parents improve self-care situations; (4) a project providing parenting education and support for single teenage parents; (5) a 30-minute drama (available as a live production or on videotape) for elementary school children, designed to increase their awareness of different kinds of touching, including sexual assault; (6) a stress/crisis intervention program intended to prevent the development of abusive patterns of family interaction; (7) a parent education project using street theater performances directed toward "hard-to-reach" parent populations; (8) a perinatal attachment demonstration project for teenage first-time parents; and (9) a program for primary prevention of child abuse, implemented at the community level in a mobile home park. (RH)

ED 231 555 RC 014 061

Helge, Doris
Images: Issues and Trends in Rural Special Education - January 1983.
Murray State Univ., Ky.
PUB DATE- Jan 83
AVAILABLE FROM- National Rural Project, Murray State Univ., Murray, KY, 42071 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- American Indian Education; Certification; *Delivery Systems; Disabilities; *Educational Strategies; Elementary Secondary Education; Minority Groups; National Surveys; Parent Participation; Personnel Needs; Preservice Teacher Education; *Program Effectiveness; Questionnaires; *Rural Schools; *Special Education; Teacher Education Programs; *Technology; Volunteers
IDENTIFIERS- *Bureau of Indian Affairs Schools; National Rural Research Personnel Preparation Proj

The 1983 study surveyed the largest number of rural LEAs/cooperatives to date plus a number of Bureau of Indian Affairs schools and examined previously unaddressed areas such as rural special education technology. Special education administrators from 200 rural school systems in all 50 states (4 from each state) were involved in this survey designed to provide a state-of-the-art synopsis of facets of rural special education service delivery. Respondents were representative of various economies, population densities, and types of organizational structures. Topics covered include: service delivery problems and effective strategies; personnel needs; certification problems; strengths and weaknesses of rural special educator personnel preparation programs; and emerging technologies related to programs for rural handicapped students. In addition to addressing technologies in rural special education, the findings update a number of studies funded by the U.S. Office of Special Education Programs and data-gathering by the American Council on Rural Special Education. Incorporated into the text are 45 tables. Appended are a list of states in each federal region, the Rural Special Education Administrator Telephone Survey Form, and the instrument for discrepancy evaluation of National Rural Project research-based rural preservice competencies. (AH)

ED 231 657 SE 042 195

International Symposium on Coastal Lagoons. (Bordeaux, France, September 8-14, 1981). Unesco Technical Papers in Marine Science 43.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 82
AVAILABLE FROM- Division of Marine Sciences, Unesco, Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *College Science; Conferences; Decision Making; *Ecology; Foreign Countries; Guidelines; Higher Education; Interdisciplinary Approach; *Marine Biology; *Oceanography; Physical Environment; Science Education; *Scientific Research
IDENTIFIERS- Coastal Zones; *Lagoons; *Marine Education

Lagoons and their characteristic coastal bay-mouth bars represent 15 percent of the world coastal zone. They are among the most productive ecosystems in the biosphere, this productivity resulting from the interplay of ocean and continent. An International Symposium on Coastal Lagoons (ISCOL) was held to: assess the state of knowledge in the various fields of research on these lagoons; bring about consultation and collaboration between specialists in the developed and less developed countries; and establish interdisciplinary programs of joint research and training in an international regional framework which could uncover scientific bases for the development and management of coastal lagoons and their interfaces. ISCOL proceedings are presented in this three-part report: (1) introduction (includes background information); (2) objectives and organization of the symposium (includes highlights of sessions); and (3) recommendations. The latter include general recommendations and those related to: research; education and training through research; and development and management. A list of participants, the ISCOL program, and questions for a panel discussion on scientific aspects, exploitation, and management of lagoons are provided in the three appendices. (JN)

ED 231 672 SE 042 214

Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.
Investigations in Science Education. Vol. 9, No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 83
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Cognitive Development; *Cognitive Tests; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Learning; Preservice Teacher Education; *Science Education; Science Instruction; Science Teachers; Secondary School Science; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Marine Education; Meta Analysis; *Science Education Research

Critiques of 10 articles reporting research studies focused on various aspects of attitude development in science education and of six research articles related to investigations of learning and cognitive development are contained in this issue. Seven of the attitude articles describe investigations designed to change the attitudes of both pre-service and in-service elementary school teachers so that these individuals will hold more positive attitudes toward the teaching of science to elementary school pupils. Two other attitude articles are focused on students' reactions to the use of live animals in high school biology courses. The tenth attitude article provides a discussion of students' attitudes about marine education. Within the cluster of six articles about learning and cognitive development in science are included research focused on (1) correlates of formal reasoning, (2) the development of seven Science Reasoning Tasks for use in assessing the cognitive development of individuals when tested in groups of 20 or more, (3) formal operational ability and the teaching of science processes, (4) effects of textbook study questions on student learning in science, (5) synthesizing research on ability and science learning, and (6) synthesizing the effects of age and developmental levels on science learning. (PEB)

ED 231 688 SO 014 698

Ben-Peretz, Miriam; Lavi, Zvi
Curriculum Orientations: Investigating the Curriculum of Educational Systems.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Education; Curriculum; *Curriculum Development; *Educational Objectives; Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; *Political Socialization; School Role
IDENTIFIERS- Europe; Israel; Kibbutzim; United States

To examine the relationship between society and curriculum, three research projects are analyzed. The first project, Beauchamp and Beauchamp (1967), which attempts to answer the question of how a curriculum comes to be what it is, examined the likenesses and differences in curriculum engineering practices among selected European countries. The second project, Anyon (1981), which investigated how, given a curriculum, a society uses it, is a study of curriculum use in five U.S. elementary schools differentiated by social class. The third, Ben-Peretz and Lavi (1981), is a study of the curriculum of the Kibbutz school system, exemplifying the investigation of curriculum as viewed in an interactive relationship with society. The analysis shows that in different societies and cultures, the school curriculum serves a major function of social control which may lead to the conservation of the status quo in society. The controlling function may be more or less deliberate. For example, the Kibbutz curriculum is deliberately and explicitly intended by the community to be a tool in the conservation of the social structure of the Kibbutz. National control of curriculum engineering in Italy and France may be viewed as a deliberate attempt to guide education from the top down and ensure curricular uniformity; even in England there is evidence of national curricular control through external examinations and governmental inspectors. In the case of the curriculum in use in the elementary schools studied by Anyon, the reproductive function is more hidden and may not be deliberate. (RM)

ED 231 702 SO 014 738

Ragsdale, Jane S.; Barua, Teen Kari
Covering the World Food Story: U.S. Agricultural Exports and the World Food Situation. A Media Source Guide, Issues for the '80s.
Council on International and Public Affairs, New York, N.Y.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G00-80-01865
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Agriculture; Charts; *Exports; *Food; Global Approach; Human Resources; *Hunger; Journalism; News Media; Resource Materials; Statistical Data; Tables (Data); World Problems

One of a series on topics of concern to the U.S. media, this guide is intended to provide journalists with concise, authoritative background information on the U.S. role in the world food situation. Today the United States is the world's greatest exporter of food. The produce of one out of every three acres goes abroad, more than half of it to developing countries. Provided and discussed are tables and charts showing agricultural exports by U.S. region and their percentage share of gross farm sales for selected years; percentage share of agricultural exports by states of region (1980); regional share of agricultural exports by commodities (1980); and the contribution of agricultural exports to employment and farm sale, and state rankings as exporters of agricultural products (1977). The guide discusses debates over the descriptions of the world food situations and variations in prescription--what the well-fed West should do about those hungry millions; also examined are questions that most world food experts agree are crucial. Agricultural research projects of land grant universities are cited as being one of the handiest sources of information on world food issues for the working journalist. The guide concludes with listings of reference materials and resource persons. (RM)

ED 231 838 TM 830 253

Rothman, M. L.; And Others
Generalizability Theory in Program Evaluation.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Correlation; Data Collection; Dental Schools; Educational Research; Error of Measurement; Higher Education; Interrater Reliability; *Learning Modules; *Program Evaluation; *Reliability; *Research Design; *Research Methodology; Statistical Analysis; Test Items
IDENTIFIERS- Biomedical Computer Programs; Dental Auxiliary Education Project; *Generalizability Theory; Internal Consistency; Magnitude Estimates; Repeated Measures Design; *Variance (Statistical)

A practical application of generalizability theory, demonstrating how the variance components contribute to understanding and interpreting the data collected to evaluate a program, is described. The evaluation concerned 120 learning modules developed for the Dental Auxiliary Education Project. The goals of the project were to design, implement, and evaluate an innovative curriculum for dental assistants and dental hygienists. A repeated measures design was developed in which students were nested within schools which were crossed with modules and items. Generalizability theory allows for direct comparison of the relative magnitude of the sources of variance in the study design, as well as calculation of a variety of useful generalizability coefficients indicating the relative degree of accuracy with which the investigator can generalize across factors. It allows an assessment of the efficiency of the design in that it is possible to assess changes in generalizability coefficients with changes in numbers of subjects, items, groups, etc. (PN)

ED 231 870   TM 830 444

Grade Nine thru Grade Eleven Longitudinal Achievement Study Utilizing the Tests of Achievement and Proficiency. May 1978 to May 1980 and May 1979 to May 1981. Bulletin No. 1191.

Dearborn Public Schools, Mich.

PUB DATE- 30 Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Gains; *Basic Skills; Data Collection; Longitudinal Studies; Program Effectiveness; Secondary Education; *Secondary School Curriculum; Statistical Analysis; *Test Interpretation; *Test Results
IDENTIFIERS- Michigan (Dearborn); *Tests of Achievement and Proficiency

The Office of Research and Evaluation of the Dearborn Public Schools (Michigan) presents a longitudinal study to analyze grade nine student academic growth over a 2-year period utilizing the results of the Tests of Achievement and Proficiency (TAP). The TAP is a nationally normed test designed to assess student progress toward widely accepted secondary school goals in the basic skills and basic curriculum areas. The TAP, rather than being content specific, emphasizes student skills and the ability to use information. The TAP was administered to grade 9 and grade 11 students during May in 1978 through 1981. During both October 1979, and October 1980, staff in-service sessions were conducted which emphasized making effective use of the TAP test data. It was determined that a study of same students from grades 9 to 11 would help determine the effectiveness of the high school curriculum. Discussed are: (1) 4-year achievement trends, (2) analyses of variance of achievement gains by high school, (3) the city grade 9 to 11 achievement trend, (4) the student population, (5) comparison of achievement of students who left school and new students, (6) 2-year gains by tests by achievement level, and (7) interpretation and instructional use of TAP longitudinal achievement data. (PN)

ED 231 886 TM 830 506

Mathews, Walter M.; Wolf, Abraham W.

Measuring Attitude toward Computers: The Computer Appreciator-Critic Attitude Scales.

PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Attitudes; *Computers; *Factor Analysis; Higher Education; Psychological Patterns; Sex Differences; *Test Construction; *Test Validity; *Undergraduate Students
IDENTIFIERS- Likert Scales

The purpose of this study was to develop a reliable and valid instrument that conveniently measures a person's attitude toward computers. The final version of the instrument is composed of 40 items on a Likert-type scale which assign scores to subjects on their "appreciative" and "critical" attitude toward computers. The sample included 410 undergraduate students at four universities (in Arkansas, Mississippi, Tennessee and Pennsylvania) enrolled in education, liberal arts or computer science courses. They were primarily 18-22 years of age (67 percent) and female (60 percent). The responses were initially factor analysed by the principal components method. Since pilot research suggested that a two-factor solution provided the most homogeneous grouping of items, rotational procedures employed only the first two factors which accounted for one third of the total variance. The two factors were rotated to both varimax and oblique solutions. The pattern of item-to-factor correlation suggested that all the items tended to be associated with one and only one factor. An examination of the item loadings suggested that the instrument possesses high face validity. Reliability was assessed by means of split-half correlation and internal consistency. (Author)

ED 231 900 UD 022 841

Education Budget Options, Fiscal Year 1984.
Educational Priorities Panel, New York, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- *Board of Education Role; *Budgets; *Educational Finance; Elementary Secondary Education; Public Schools; *School District Spending
IDENTIFIERS- Educational Priorities Panel NY; *New York City Board of Education

This paper presents the suggestions of the Educational Priorities Panel (EPP) to the New York City Council and the Board of Estimate, concerning the city's educational budget for Fiscal Year 1984. Recent trends in New York City's educational services are reviewed. Noting that the public schools have had to reduce their services due to financial difficulties, and that more funds should be available for 1984, the panel calls for the restoration of some of the services that had been curtailed. The proposed education budget for 1984 is analyzed and areas where the panel agrees and disagrees with proposed budget cuts are presented. The EPP then presents its own budget initiatives for 1984. It calls for an additional $49.1 million in order to restore services, including reduced first grade class size, more full day kindergarten classes, expanded vocational education services, summer school programs that allow high school age students to repeat failed courses, and expanded day care services for student parents. The EPP also calls upon the Board of Education to implement administrative cuts expeditiously so that the full savings projected can be realized. (AOS)

Keyes, Jose Luis; And Others
DeWitt Clinton High School. Bilingual-Bicultural Program. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; English (Second Language); High Schools; *Hispanic Americans; Language Arts; *Limited English Speaking; *Mathematics Skills; Parent Participation; Program Effectiveness; Program Evaluation; Science Education; *Second Language Instruction; Social Studies; Spanish Speaking; Staff Development; Student Participation
IDENTIFIERS- *New York City Board of Education

The Bilingual-Bicultural Program at DeWitt Clinton High School, Bronx, New York, was designed to provide support services to students with problems in reading and writing skills, and in linguistic, academic, and classroom adjustment. The program offered instruction in English as a Second language (ESL), Spanish for native speakers, Spanish as a second language (SSL), and bicultural content area courses to 214 students in 1982. An evaluation of the program, based on students' achievement in English language development, mastery of their native language, mathematics, social studies, and science showed: (1) levels 9 and 10 students demonstrated a moderate improvement in English, while level 11 students showed a slight decline; (2) the performance of students at all levels and grades improved in Spanish; (3) level 11 students showed a moderate improvement in mathematics, while level 9 and 10 students showed a slight decline; (4) the majority of the students who received instruction in English did well in teacher made tests in mathematics, science, social studies, and native language; and (5) student attendance objectives for the program were met. Recruitment of more bilingual personnel was recommended. Statistical data on staff development is appended to this evaluation report. Also appended are lists of services and cultural activities for bilingual students, and records of parental involvement. (AOS)

ED 231 510 PS 013 586

Ryan, Betty
Quality Extended Day Care: Its Need and Implications for Future Growth.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Day Care; Early Childhood Education; *Extended School Day; Federal Legislation; *Financial Support; Military Personnel; Models; Needs Assessment; Program Descriptions; Questionnaires; Surveys
IDENTIFIERS- Michigan; Site Visits

A study was conducted to provide guidelines for the military and civilian communities to aid in establishment of quality extended-day child care programs. Questions addressed in a review of the literature included the following: (1) Is extended-day child care needed in the United States for both military and civilian populations? (2) Is quality extended-day child care available now? (3) What models are presently in use in foreign countries? and (4) Do financial conditions encourage or hinder the growth of extended-day child care centers? Research, involving visitation at three civilian extended-day child care centers in the Detroit and Ypsilanti areas of Michigan, was conducted to assess the need for such programs, the type of program offered, financial aspects governing center operations, and professional comments on current problems of extended-day child care centers and the future growth of such centers. A survey of military parents of children under 6 years of age was also undertaken to determine need for an extended-day child care center, the kinds of extended-day child care programs preferred, and financial considerations. Findings are briefly discussed; related materials (including the United States Department of Labor's overview of federal legislation on day care) are appended. (RH)

ED 231 584 RC 014 190

Larson, Robert
A Study of Curricular and Instructional Change Processes in Rural High Schools.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Role; *Change Agents; *Change Strategies; *Curriculum Development; *Educational Change; Educational Innovation; High Schools; Incentives; *Instructional Innovation; Motivation; Principals; *Rural Schools; Stimuli; Teacher Role
IDENTIFIERS- *Concerns Based Adoption Model; Vermont

Focusing on investigating processes of curricular and instructional change for the period 1976-82, the study examined change processes in 2 medium size (400-500 students) Vermont rural high schools not known for being innovative. The research framework was constructed around the change process model and accompanying subprocesses of mobilization, implementation, and institutionalization. Six weeks were spent in each school. Initial exploratory interviews were conducted with the professional staff. Questionnaires were distributed to subsets of that population according to their involvement with identified innovations. Relevant documents were analyzed, but observation was informal. Major instrumentation was drawn from Gene Hall's Concerns Based Adoption Model. The findings revealed that change occurred mainly within the framework of the subprocesses of mobilization, implementation, and institutionalization, and was usually a dynamic rather than linear process. These subprocesses became apparent through the identification of six types of voluntary innovations and two types of imposed innovations. The 80 voluntary innovations were primarily teacher adopted or developed with underlying stimuli primarily idiosyncratic and rooted in factors associated with motivating and relating to students. The principals played key supportive, facilitative and directive roles with both types of innovations and had a major effect on change through the organizational climates they helped to create and sustain. (Author/NQA)

ED 231 598 RC 014 209

O'odham I:waki. Wild Greens of the Desert People. Sourcebook.

Meals for Millions/Freedom from Hunger Foundation, Tucson, AZ.; Save the Children, Sells, AZ.

SPONS. AGENCY- Soil and Health Foundation, Emmaus, PA.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indian Culture; American Indians; Elementary Secondary Education; *Food; Papago; Plant Growth; *Plant Identification; *Resource Materials
IDENTIFIERS- Nutrient Values; *Papago (Tribe); Plant Uses; *Recipes (Food)

I:waki are what the O'odham (Papago and Pima People) call young green leafy plants that they eat as cooked "greens" and serve as an important part of the traditional Papago diet. Sketches of five different kinds of i:waki are presented in the booklet to help identify the "greens." Names of each of the "greens" are given in Papago, Spanish, and English and the scientific term is included. Descriptions also include the season the "greens" are ready to pick and eat, places where the "greens" grow best, and how to use each part of the plant. Plants described are Indian Spinach, Goosefoot, Annual Salt Weed, Pig Weed, and Pusley. The next section of the booklet provides 11 recipes for wild greens, such as boiled greens, fried greens, greens stew, mustard greens wth chili, and greens dumplings. A chart is presented indicating nutrient values (calories, Vitamin A, Vitamin C, calcium, and iron) in wild greens. The booklet further explains Papago sayings pertaining to wild greens and offers a special note to city dwellers about where they may get wild greens. The booklet concludes with a 14-item unannotated bibliography on the background information of wild greens. (ERB)

ED 231 612 SE 041 616

Gerace, W. J.; Mestre, J. P.
The Learning of Algebra by 9th Graders: Research Findings Relevant to Teacher Training & Classroom Practice.
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-81-0027
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Algebra; *Cognitive Processes; Educational Research; Grade 9; *Hispanic Americans; Interviews; Language Role; Learning Problems; *Mathematics Instruction; Minority Groups; Problem Solving; Secondary Education; *Secondary School Mathematics; Teaching Methods; Textbooks
IDENTIFIERS- Mathematics Education Research

This report presents findings from a study of the cognitive processes and learning difficulties of ninth-grade students in Algebra I. A clinical interview approach was used with 14 students. A group of six Hispanic students and a group of five Anglo students were enrolled in the same algebra class; three Hispanic students were enrolled in an "advanced" class, since they had started algebra one-half year before the others. Probed were students' appreciation of algebra as an abstract logical system, command of the formal operations of algebra, ability to use algebra, and ability to solve problems. Performance in English vs. Spanish was compared, and students' teaching styles were analyzed as they taught peers. It was found that students preferred not to use algebraic techniques in solving problems, were poor at verbalizing definitions and procedures and at translating problem statements into equations, did not use their textbooks very much except as a place to find assigned problems, and treated algebra as a rule-based discipline, not as a concept-based one. Findings are discussed in relation to the effectiveness of the textbook, to instructional approaches, and to the interplay of language in cognitive processes. (MNS)

ED 231 732 SO 014 930

AFS Orientation Handbook. Third Edition.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Research Department, AFS International, 313 East 43rd Street, New York, NY 10017 (free, or nominal fee to cover postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Annotated Bibliographies; Cultural Exchange; Culture Conflict; Culture Contact; High Schools; High School Students; *International Educational Exchange; Learning Activities; *Orientation; Orientation Materials; *Student Exchange Programs; Study Abroad; Training Methods; Training Objectives; Volunteer Training
IDENTIFIERS- *Host Nation Programs

Designed for persons involved in cross-cultural training sessions for international high school student exchange programs, this handbook features orientation resources developed in North and South America, Europe, and Asia. Following a brief introduction, Section 2 describes volunteer training seminars in Argentina which covered publicity, local selection, family finding, and orientation for Argentinian students. Section 3 provides 3 resources for pre-departure student orientations: How to Introduce Symmetric Interaction (the process in which two or more parties put an equal amount of involvement into a relationship to increase their common benefit) into International Education, training activities focusing on facilitators' own cultural values and personality traits, and activities that involve students in learning about their native culture. Section 4 includes 5 resources for orientation during the sojourn: activities for groups of hosted students, hypothetical critical incidents involving students from two cultures, three types of reaction to culture shock, a method for community observation in a host community. and guidelines for leaders of a group exchange program. Section 5 presents brief accounts of students' reverse culture shock. Section 6 contains brief suggestions for sessions on prejudice, values, communication, information distortion, and isolation. The annotated bibliography lists over 40 relevant books and articles from U.S. and non-U.S. sources. (KC)

ED 231 746 SO 014 986

Rebel, Karlheinz
Effects of New Electronic Technologies on Opinion Formation and Attitudes of Young People.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *Children; Comparative Analysis; *Computers; Educational Needs; Elementary Secondary Education; Literature Reviews; *Mass Media Effects; Newspapers; *Political Attitudes; Radio; Social Science Research; Sociocultural Patterns; Technological Advancement; Television

The effects of the mass media on the political and social attitudes of young people are considered in this review of research. The author suggests that these effects cannot be adequately assessed without considering the entire societal context. A long-term study (1964, 1970, 1974, and 1980) in West Germany has evaluated the use and assessment of mass media by both German youths and adults. Findings show that most politically interested youths and adults used television significantly less in 1980 than in 1974. Politically interested youngsters with advanced secondary schooling used radio as a source of information significantly more in 1980 than in former years. The use of newspapers remained stable. Research in the United States reveals that for children aged 5-11, viewing television news leads to a slightly better knowledge about political and public events and persons. A correlation exists between heavy viewers and a lower level of education. German research suggests that heavy viewers have a higher rate of anxiety than light viewers and that anxiety is reinforced by heavy viewing. The lessons learned from the influences and quality of television are applicable to the educational problems brought on by the communication/information revolution. Less educated youngsters are more likely to be manipulated victims of anonymous social and political opinion agents. Society must encourage all forms of nontraditional independent learning and adapt modern communications technology to those forms. (KC)

ED 231 762 SP 022 405

Jones, Margaret A., Ed.
Contemporary Elementary and Middle School Physical Education Conference. Proceedings, Friday, Activity and Position Paper Sessions (Atlanta, Georgia, January 13-15, 1983).
Georgia State Univ., Atlanta.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adapted Physical Education; *Class Activities; Curriculum Development; Dance; Elementary Secondary Education; *Games; Learning Processes; Lesson Plans; Mainstreaming; *Motor Development; Movement Education; Physical Activities; *Physical Education; Physical Education Teachers; *Physical Fitness; Psychomotor Skills; *Recreational Activities; Teacher Burnout; Teaching Methods

Precis are presented of the meetings, workshops, and seminars at the 1983 Conference on Elementary and Middle School Physical Education. Papers were presented on teacher burnout, physical fitness testing, teaching methods and learning processes, and curriculum development. Presentations included suggestions for adapting physical education for handicapped children and ideas for classroom management. Other topics covered were aerobic exercise, athletic equipment, and non-competitive sports. Descriptions are given of class activities and games for elementary level students. (JD)

ED 231 809 SP 022 695

Leino, Anna-Liisa; Puurula, Arja
Admission to Teacher Education and Two Cognitive Styles. Research Bulletin 61.
Helsinki Univ. (Finland). Inst. of Education.
REPORT NO.- ISBN-951-45-3008-X
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Admission Criteria; Cognitive Ability; Cognitive Processes; *Cognitive Style; Concept Formation; Convergent Thinking; Divergent Thinking; Education Majors; Foreign Countries; Higher Education; Home Economics Teachers; *Psychological Characteristics; *Schemata (Cognition); *Teacher Education
IDENTIFIERS- Finland

This study sought information on the relationship between cognitive styles (conceptual level and field-independence/field-dependence) and entrance examination criteria of those accepted to teacher education at the University of Helsinki in 1980. The 96 subjects represented prospective class teachers and teachers of handicraft and home economics. The differences between the cognitive styles of the groups were significant, with prospective teachers of handicraft being relatively the most field-independent and home-economics the most field-dependent. Prospective class teachers had the highest cognitive level and handicraft teachers the lowest, and these cognitive styles were found to be related with the entrance examination criteria. Since conceptual level is a style highly desirable from the viewpoint of the teacher's work, the entrance examination was considered to measure at least some aspects relevant to the prospective teacher's profession. (Author/JD)

ED 231 525 PS 013 722

Johnston, John M.
Perceived Problems of Prekindergarten Teachers.
SPONS. AGENCY- Wisconsin Univ., Milwaukee. School of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; Comparative Analysis; *Parent Teacher Cooperation; *Perception; Preschool Education; *Preschool Teachers; *Problems; Student Teacher Relationship; *Supervision; *Work Environment

One goal of this study was to identify specific work-related problems perceived by prekindergarten teachers and to describe such problems with respect to dimensions of frequency and "bothersomeness." A second goal was to identify global areas of problems experienced by prekindergarten teachers and to describe these categories in terms of the specific problems occurring within them. Data were collected in two phases. In the first phase, diary-like accounts of problems were collected over a 10-day period from samples of teachers located nationally and in Wisconsin. These raw descriptions then served as the basis for a 102-problem checklist that, during the second phase, was administered for verification to a second independent group of national and Wisconsin prekindergarten teacher samples. Teachers indicated that 35 problems were bothersome, frequently occurring, or both. Factor analysis of bothersome problems and frequency data for each sample revealed five common problem areas. Three problem areas (supervision of subordinate staff, lack of parent cooperation, and difficult relations with supervisors) appeared to be unique to prekindergarten teachers. (Author/MP)

ED 231 570 RC 014 169

Education for Rural Development - A Portfolio of Studies. Volume 5: Inter-Agency and Inter-Institutional Co-Operation.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York NY 11036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Agency Cooperation; *Agricultural Skills; Community Development; Community Education; Cooperation; Developing Nations; Disadvantaged; Foreign Countries; Higher Education; Institutional Cooperation; Nonformal Education; Parent Education; *Preschool Children; *Rural Development; *Rural Education; Skill Development; Specialists; *Universities; Vocational Education
IDENTIFIERS- *Asia; Education Role; Pakistan; Thailand

Volume 5 in a five-volume portfolio of studies reflecting different facets of the concept of education for rural development comprises two studies on co-operation among development agencies. The first study, "Co-Operation among Various Development Agencies for a Co-Ordinated Approach to Education for Agricultrual and Skills Development and Employment in the Rural Areas of Pakistan," by Muhammad Afzal (Pakistan), points out that disparities among perceptions and priorities of elites and masses, low literacy levels, high drop-out rates, wastage of trained manpower, low mobility of villagers, and migration of manpower from rural areas are the major problems affecting co-operation for a co-ordinated approach to education for agriculture and skills development. Details of a multi-subject institution approach are provided. "Co-Operation between Teachers' Colleges and Up-Country Universities for Community Development," by Arun Preededilok (Thailand), comprises three studies: (1) co-operation between teachers' colleges and a university which aims at strengthening each institution through sharing of resources and specialists; (2) a project in which higher education institutions and related government offices cooperate; and (3) a rural pre-school program which aims to prepare children for school via parents and keeping children at the educational centers. (AH)

ED 231 628 SE 042 063

Wilson, Bryan, Ed.
Mathematics Education. Anglo-Soviet Seminar (2nd, Moscow, USSR, September 20-30, 1982).
British Council, London (England).; Ministry of Education, Moscow (USSR).
PUB DATE- 83
AVAILABLE FROM- British Council, Consultancies Group, 10, Spring Gardens, London SWIA 2BN.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Curriculum Development; Educational Objectives; *Educational Planning; *Educational Trends; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; *Teacher Education; Testing
IDENTIFIERS- *USSR

This report presents 23 papers prepared for the second Anglo-Soviet Seminar on Mathematics Education, held in Moscow in September 1982. Notes on the points highlighted in the subsequent discussion are also included. Papers are grouped into 10 sections on aspects of mathematics education: problems of methodics in introducing universal secondary education, major current problems, aims, achieving a balance, developmental work, how to achieve what is planned, the new geometry course in the USSR, some specific issues, methods of assessment, and training mathematics teachers in the USSR. In some cases, at least one British and one Soviet paper were presented on the same topic. (MNS)

ED 231 642 SE 042 078

Turtle Symmetry. Teacher's Guide.
San Francisco State Univ., Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Oriented Programs; Elementary Secondary Education; Geometric Concepts; Learning Activities; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Middle Schools; Problem Solving; Programing; *Symmetry; Teaching Guides; Units of Study; Worksheets
IDENTIFIERS- Math Network Curriculum Project; *Turtleworks (Computer Program)

This document is the seventh of seven units developed by the Math Network Curriculum Project. Each unit, designed to be a 2-week module, is a teacher's guide which includes detailed directions along with the courseware and software needed. Teacher intervention in the non-computer activities that begin each unit is required, and the consistent use of small-group instruction makes the units usable in a standard classroom if two microcomputers are present. The Turtle Symmetry Unit helps students to learn to identify and draw designs by employing the principles of mirror symmetry and rotational symmetry. They also study and create "families" of designs--sets of designs which have common characteristics yet differ in patterned ways. This unit requires class use of the Turtleworks computer program (developed by Bill Finzer) and included with the teacher's guide to Turtle Geometry. It was developed for use on a Commodore PET Computer with at least 16K of RAM using 4.0 BASIC. (MNS)

ED 231 778 SP 022 477

Grove, J. Robert; And Others
Effects of Competitive Outcomes and Margins of Victory/Defeat on Practice Behavior and Performance Quality.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; College Students; *Competition; *Conditioning; Feedback; Females; Higher Education; *Negative Practice; *Performance Tests; Reinforcement; Sport Psychology

To determine the influence of successful or unsuccessful competitive outcomes and small or large margins of victory/defeat on performance, pairs of female undergraduate students "competed" against each other in a dart tossing contest. False feedback about the outcomes and margin of victory/defeat led subjects to believe they were winning every time or losing every time by a margin either consistently large or small. Dependent variables included the number of practice throws made during a period prior to each trial, and point totals for a set of 10 performance throws on each trial. Analysis of covariance was conducted on the data from the postmanipulation trials (trials 2, 3, and 4) and on the data from the premanipulation trial (trial 1) as the covariate. Followup comparisons indicated: (1) The practice behavior of winners remained constant across trials while practice behavior of losers decreased significantly; and (2) When the margin of victory/defeat was small, there was no difference between winners and losers with regard to points scored, but when the difference was large, losers scored more points on trials 2 and 3 but the same number of points on trial 4. It appears that the margin of victory/defeat is a mediating variable in competitive situations. (Author/JD)

ED 231 793 SP 022 665

Bayles, Mary Ann; Evans, Gail G.
Administration of Gymnastics Meets. A Handbook for Teachers and Coaches.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.
REPORT NO.- ISBN-0-88314-241-4
PUB DATE- 83
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publication Sales, P. O. Box 704, Waldorf MD 20601.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Organization; Athletic Coaches; *Competition; Evaluation Criteria; *Gymnastics; Physical Education; Physical Education Teachers; Vocabulary
IDENTIFIERS- *Athletic Administration; *Competitive Athletic Events; *Gymnastics Meets

This booklet discusses issues important to organizing a gymnastics meet. Section 1 discusses meet procedures and duties in four separate categories: considerations affecting the decision to host a meet; duties or activities which must be completed to produce a meet; activities conducted during the meet; and post-meet responsibilities. Section 2 defines terminology used in a gymnastics meet, and section 3 includes samples of a variety of forms which may be used to communicate with participants, obtain judges, and gather and summarize information necessary for meet operation. (JMK)

ED 231 824 SP 022 736

Wheeler, Alan H.; Ellerman, Gary D.
A Model for Collaborative Inservice Education.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College School Cooperation; Cooperative Programs; Education Majors; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Schools of Education; *Teacher Education Curriculum; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Radford University VA

A future-oriented model for faculty development and inservice education is based upon expanded collaboration and cooperation of teacher education institutions and school divisions, to the extent that preservice and inservice programs are blended into one continuing process. The School of Education at Radford University (Virginia) is in the process of implementing this model in three phases. First, the model's foundation must be based on established relationships among the teacher education institution and the school divisions it serves. Secondly, specific strategies must be implemented to assure meaningful results, expanded dialogue, and collaboration regarding both preservice and inservice programs. Finally, all cooperating institutions must recognize and have opportunities to benefit from the interchange of resources for the mutual benefit of all. This program will provide freshmen with field experiences which would enable them to determine if their interest in education merits continued professional pursuit and, if so, to help them decide upon specific subject areas or levels for later certification. Students will be encouraged to gain broader experience by observation/participation in non-school agencies. (JMK)

ED 231 854 TM 830 383

Green, Kathy E.
Multiple-Choice Item Difficulty: The Effects of Language and Distracter Set Similarity.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Difficulty Level; Foreign Countries; Higher Education; Item Analysis; *Language; *Multiple Choice Tests; *Response Style (Tests); Semantics; Syntax; Test Construction; Testing Problems; *Test Items
IDENTIFIERS- *Distractors (Tests); New Zealand
The purpose of this study was to determine whether item difficulty is significantly affected by language difficulty and response set convergence. Language difficulty was varied by increasing sentence (stem) length, increasing syntactic complexity, and substituting uncommon words for more familiar terms in the item stem. Item wording ranged from very simple sentences to sentences involving excess verbiage and syntactic transformations. The semantic similarity of item response options was also varied, creating three levels of response set convergence. Seventeen judges confirmed the orderings of language difficulty and response set convergence for the test items, and 990 undergraduate students at the University of Washington responded to the items. Analyses of item difficulty calculated for each level of each of the two factors included an additive conjoint method, repeated measures analysis of variance, and a test of proportions. Response set convergence was an effective manipulation in the ranges studies. Language difficulty had a non-significant effect on difficulty level. (CM)

ED 231 901 UD 022 842

Cambron-McCabe, Nelda H.
Recent Sex Discrimination Litigation: Application of Title IX to Employment and Extension of Wage Discrimination Claims Under Title VII.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Responsibility; Court Litigation; Court Role; Educational Administration; *Employed Women; Employment Practices; *Federal Legislation; *Salary Wage Differentials; *Sex Discrimination
IDENTIFIERS- *Civil Rights Act 1964 Title VII; *Title IX Education Amendments 1972

The administration of public schools has been affected by Federal legislation that prohibits employment discrimination on the basis of sex. Two recent Supreme Court decisions that have expanded the rights of female employees under Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964 have led to renewed efforts to combat sex based employment discrimination. This paper reviews recent litigation applying Title IX to employment and extending the scope of Title VII in wage discrimination controversies. Two cases are reviewed: (1) the 1982 Supreme Court decision in "North Haven (Connecticut) Board of Education v. Bell," in which the court interpreted the Title IX statutory language as including employees; and (2) the Gunther decision of 1981, in which the court ruled that the scope of Title VII in wage disputes is not bound by the "equal work" principle of the 1963 Equal Pay Act (a law prohibiting employers from discriminating on the basis of sex by paying different wages to employees for jobs requiring equal skill, effort, and responsibility). The paper concludes that court decisions have not clarified the comparable worth concept, and suggests that discriminatory practices that are not remediated can result in potential liability for school administrators. (AOS)

ED 231 541 PS 013 755

Hawkins, Raymond C., II
Childhood Stress and Coping: A Review and Cognitive-Developmental Theory.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Adolescents; Behavior Problems; Biological Influences; *Children; *Cognitive Processes; *Coping; Individual Characteristics; Intervention; Motivation; Personality Traits; Program Effectiveness; *Stress Variables; Theories
IDENTIFIERS- Critical Analysis; Developmental Patterns; Developmental Theory; Intrinsic Motivation; *Life Events

This paper reviews recent empirical and conceptual studies pertaining to stress in childhood and offers an integrative, cognitive-developmental theory for understanding childhood stress and coping. The theory builds upon Hunt's (1979) view of the epigenesis of intrinsic motivation and Block's (1982) formulation of assimilation and accommodation processes in personality dynamics. Key theoretical assumptions in the literature on adult stress, adaptation, and coping are first pointed out. Nine key questions are formulated to assess the usefulness of the adult stress-coping paradigm for understanding stress in children and adolescents. With respect to the theoretical assumptions of the adult stress-coping paradigm, the first two questions address the "stressor/appraisal/distress" sequence and the primacy of external stressors in producing distress reactions. The third question focuses on the diseases-of-adaptation syndrome. Questions four through seven address the importance of organismic tendencies in moderating the relationship between stress and distress, as well as the development of these coping resources. The eighth question inquires into the effectiveness of stress-coping interventions for treating children's behavior disorders. Finally, the ninth question sets the stage for the presentation of an integrative formulation for understanding childhood stress and coping. (RH)

ED 231 556 RC 014 074

Spoonhunter, Bob; Woodenlegs, Martha
Arapahos on the Great Plains. Student Workbook.
Wyoming Indian High School, Ethete.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; *American Indian History; American Indian Literature; American Indians; Economic Factors; Folk Culture; Land Settlement; Learning Activities; Legends; *Life Style; Maps; *Migration Patterns; *Place of Residence; Secondary Education; Social History; *Social Structure; Tests; Tribes; Word Lists; Workbooks
IDENTIFIERS- *Arapaho (Tribe)

The student workbook is derived from "An Ethnological Report on Cheyenne and Arapaho: Aboriginal Occupation," by Zachary Gussow and "Northern Snows to Southern Summers--An Arapaho Odyssey," by Bob Spoonhunter. The first section discusses the Arapaho origins by recounting many different legends that explain how they arrived on the Great Plains. The story is accompanied by a word list, maps, and a learning activity. The next section covers the Arapaho economy which was mainly built around the buffalo. A list of buffalo uses among the Arapaho, art activities, and a 12-item test are provided for this section. Arapaho social organization is described in terms of the band which was essentially camp groups of relatives having a name and functioning as a political, social, and economic unit; societies, which were subdivisions of a band that carried out important military, economic, and ceremonial activities; and government or policy making activities. The section contains a list of words to define, discussion questions, and suggested supplemental reading materials. The last section deals with the Arapaho area of occupation on the Great Plains and contains a map of the historic Arapaho territory in 1851 and an 8-item quiz on the section. (AH)

ED 231 658 SE 042 196

Technology for the Liberal Arts Student. A Workshop Summary Report.
Maryland Univ., College Park.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Administration; Art; College Curriculum; College Science; *Curriculum Development; Engineering Education; Higher Education; History; *Humanities; Interdisciplinary Approach; *Liberal Arts; Literature; *Physical Sciences; Science Education; *Technological Literacy; *Technology

The council for the Understanding of Technology in Human Affairs (CUTHA) is a broad-based educational group whose purpose is to promote the understanding of technology and its relationships to society. Provided in this document is a summary of CUTHA's third curriculum workshop which focused on technology for the liberal arts student. The major purpose of the workshop was to present various methods for including technological awareness and literacy within the liberal arts curriculum. Also provided are summaries of four mini-workshops which focused on technology and history/literature, technology and art/humanities, technology and the physical sciences, and administrative/curricular concerns. (These mini-workshop summaries constitute the major portion of this document.) Various concerns, curricula, strategies, and educational outcomes were addressed and discussed as they related to the subject areas unique to history/literature, art/humanities, and physical sciences mini-workshops. The major discussion is in the administrative/curriculum mini-workshop centered on curriculum content and effective procedures for guiding courses and programs through the course-approving process at various institutions. (JN)

ED 231 703 SO 014 739

Angle, James L.; Gonzales, Patricia
Reporting the Immigration Imbrolio. A Media Source Guide, Issues for the '80s.
Council on International and Public Affairs, New York, N.Y.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G00-80-01865
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cubans; Haitians; *Illegal Immigrants; *Immigrants; Journalism; Mexicans; News Media; Policy Formation; Unemployment

Intended to provide journalists with concise, authoritative background information on immigration to the United States, particularly from Latin America, this guide is one of a series treating topics of continuing concern to the U.S. media. The United States accepts more legal immigrants every year than all other nations combined: 526,000 in 1979 and 800,000 in 1980. It is those who slip into the country to work illegally--e.g., Mexicans, Cubans, Haitians--that many Americans find more troubling. The clandestine nature of illegal immigration makes it difficult to identify and describe. Determining the magnitude of the flow is critical in attempting to assess the impact and to formulate policy alternatives. The guide discusses how many illegal immigrants stay, the idea of guest workers, the effect of illegal immigration on America's unemployed, and the use of illegal labor by employers. Resources of additional information on policy alternatives are suggested. (RM)

ED 231 718 SO 014 876

Hiltner, John; Bair, C. William
Assessing the Medical and Social Service Needs of Older Persons - A Project Report.
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Services; Gerontology; *Health Needs; Intercollegiate Cooperation; Interdisciplinary Approach; Needs Assessment; *Older Adults; Research Needs; *Rural Environment; Social Science Research; *Social Services; *Urban Environment

A study to determine the health status of older persons and to analyze the support provided to them by community health and social service agencies in Ohio is reported. As a cooperative effort of the Gerontology Program and the Medical College at Bowling Green University, the project specifically sought to conduct a health needs assessment of older residents in urban and rural environments, compare urban and rural communities with respect to health status and community resource utilization, incorporate findings into the Medical College and Gerontology Program curriculums, and identify data collection problems. Over 300 participants living either in a city, small town, or open rural country responded to the Multidimensional Functional Assessment Questionnaire. All of the elderly were functioning quite well despite advanced age and the diversity of their environments. However, the need exists for physicians to be aware of the needs, problems, and environment of their elderly clients. Also, adequate health insurance had a significant impact on economic self-sufficiency and well-being.

Needs for planned social and recreational services for the elderly and for effective outreach and program publicity were demonstrated. The major benefit of the project was the cooperation among the medical school, social science faculty, and graduate students. (KC)

ED 231 839 TM 830 260

Daniel, Mark
Large-Sample Test Intercorrelations. Technical Report 1983-2.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Age Differences; *Aptitude Tests; *Comparative Analysis; *Correlation; Evaluation Methods; Raw Scores; *Research and Development Centers; Sampling; Sex Differences; *Testing Programs
IDENTIFIERS- *Test Batteries

The correlations of each of the 22 tests in the Johnson O'Connor Research Foundation battery with all other tests in the battery are listed. Four fairly large samples are used, each including cases of one sex and a narrow age range. These cases come from a file of 3,555 examinees tested between June 1981 and the fall of 1982. The purpose of computing and publishing these correlations is to provide a resource to be used in future research. No attempt is made in this report to interpret the individual results. The correlations are, in general, similar to those that have been reported previously for smaller samples. There may be a tendency for the present correlations to be slightly higher than earlier ones; this could be attributed to the care which has been taken in using only comparable forms of each test, and to recent efforts to reduce slight differences in scores obtained by different administrators or offices. The present report also illustrates the unreliability of correlations from small samples; for example, the correlations between Oral Ideaphoria and Wiggly Block, based on samples containing from 61 to 169 cases, range from -.05 to .40. (PN)

ED 231 887 UD 022 777

Perrone, Vito
Effective Schools, Teaching and Learning.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Apr 83
AVAILABLE FROM- Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($3.50 per year subscription).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTIONS- Educational Improvement; *Educational Research; Elementary Secondary Education; Higher Education; *Institutional Characteristics; Literature Reviews; *Research Problems; *School Effectiveness; Special Education; Teacher Characteristics; Teacher Education; *Teacher Influence; *Teacher Role; Teaching (Occupation); Testing

This paper evaluates current research literature on effective schools. While acknowledging that the research provides systematic direction for school improvement, the author also points out some shortcomings of existing studies, including (1) inadequate description of curriculum content and of circumstances believed to result in test success; (2) no acknowledgement of the complexity of the whole educational process; (3) a narrow, formula-oriented view of school improvement; (4) overemphasis on test performance; (5) inability to acknowledge that class, racial, and similar forms of differentiation in instruction can be detrimental to all students; (6) neglect of other issues that might be critical to education from a broad perspective; and (7) emphasis on the importance of leadership over community oriented decision making. In view of the research focus, it is held, many teachers have become discouraged concerning their role in improving schools; thus, the author asserts, it is not surprising that few among the current crop of teachers possess the idealism and sense of educational commitment that characterized teachers in earlier years, especially during the 1960s. What is needed, the author stresses, is a reaffirmation of the view that teachers should have a hand in the education of their students, rather than being mere implementors of the technical formulations dictated by the effective schools search. (MJL)

ED 231 916 UD 022 869

Tobias, Robert; Lavin, Claire
Early Childhood Language-Centered Intervention Program. O.E.E. Evaluation Report, 1980-1981.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cognitive Ability; *Cognitive Development; *Disabilities; Early Childhood Education; *Intervention; Language Acquisition; Mainstreaming; Perceptual Motor Learning; Program Evaluation; *Psychomotor Skills; *Skill Development; Social Behavior; *Young Children
IDENTIFIERS- *New York City Board of Education

This report evaluates the Early Childhood Language-Centered Intervention Program in New York City Public Schools. The program was designed to promote the development of preschool handicapped students in a variety of areas. The program objective proposed that the target students would show statistically significant improvement at the .05 level in each of the following skills: language, fine-motor, gross-motor, cognitive, and social-emotional. The Learning Accomplishment Profile (LAP) was used to evaluate the attainment of the objectives for all areas except social-emotional, which was evaluated through the Levenstein Child Behavior Traits Rating Scale. Results show that (1) the five program objectives were attained, with students scoring statistically significant gains in language, gross-motor skills, fine-motor skills, cognition, and socio-emotional development. Forty percent of the children completing the program were placed in regular kindergarten classes for the following year. The report recommends that more classes be opened to serve children on the waiting list, and that teachers receive training sessions concerning individualization of the instructional program. (AOS)

ED 231 585 RC 014 191

Berryman, Charles; And Others
Self Concept and Sex of Rural Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; *Females; Grade 5; Grade 6; *Males; *Rural Population; Rural Schools; *Self Concept; Self Evaluation (Individuals); *Sex Differences
IDENTIFIERS- *Georgia; *Piers Harris Childrens Self Concept Scale

The study examined the self-concept of rural elementary children to ascertain if differences occur according to sex. The Piers-Harris Children's Self-Concept Scale was used to determine cluster scores on: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. Administered orally by regular classroom teachers because some students read below fifth grade level, the scale was administered to fifth and sixth grade students in three elementary schools in a rural county in Georgia. Minority children comprised 14% of the population, with the 5th grade class containing 76 males and 72 females and the 6th grade class containing 49 males and 72 females. Results indicated that females had significantly lower self-concepts than males at both fifth and sixth grade levels. Girls also had significantly lower cluster scores on physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. Differences appeared to have practical as well as statistical significance. No significant differences by sex were found on behavior and on intellectual and school status cluster scores. Absence of a significant difference on the latter may have reflected the ambiguity of the importance of intellectual status as a separate component of self-concept in either sex in this rural setting. (AH)

ED 231 599 RC 014 210

Nyhuis, Jane
The Hopi Fruit Tree Book.
Meals for Millions/Freedom from Hunger Foundation, Tucson, AZ.
SPONS. AGENCY- American Lutheran Church, Minneapolis, Minn.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; *Agricultural Production; Agronomy;
*American Indian Culture; American Indians; Food; *Horticulture;
*Plant Propagation; *Trees
IDENTIFIERS- *Fruits; *Hopi (Tribe)

Referring as often as possible to traditional Hopi practices and to materials readily available on the reservation, the illustrated booklet provides information on the care and maintenance of young fruit trees. An introduction to fruit trees explains the special characteristics of new trees, e.g., grafting, planting pits, and watering. The different varieties of apples, apricots, grapes, pears, peaches, and plums that are recommended for Hopi country are listed. Information on buying and storing the trees includes suggestions on how to store and to heel in the trees. A description of the steps for planting fruit trees covers choosing a planting site, digging holes, making a root support, root pruning, planting the tree, replacing soil and watering, staking the tree, and pruning the newly planted tree. Next, the booklet explains mulching, fertilizing, watering, whitewashing, basic pruning, and how to properly prune apples, pears, peaches, and apricots during the first spring and after the first year. Suggestions are provided for dealing with animals, birds, insects, diseases, wind, and frost. Examples of effective preventative measures for wind and frost are described. The booklet concludes with a troubleshooting guide which provides information on the tree part, symptoms, possible cause, and cures. (NQA)

oberts, Douglas A.
Scientific Literacy: Towards Balance in Setting Goals for School Science Programs. A Discussion Paper.
Science Council of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-12533-9
PUB DATE- Apr 83
AVAILABLE FROM- Publications Office, Science Council of Canada, 100 Metcalfe St., Ottawa, Ontario K1P 5M1 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; *Educational Objectives;
Educational Policy; Elementary School Science; Elementary Secondary Education; Foreign Countries; Policy Formation; *Science Curriculum; *Science Education; Science Education History; *Science Programs; *Scientific Literacy; Secondary School Science
IDENTIFIERS- *Canada

This paper has two major objectives. The first is to examine a broad "umbrella" goal for school science programs, commonly referred to as "scientific literacy," which has evolved in practice as a way to express a balanced formulation of the several legitimate and competing purposes for teaching science in schools. The second is to argue in favor of such a balance when goals for science education are being formulated and decided upon. Several areas are discussed as they relate to these two objectives. These include an examination of science curriculum content and intent (what students learn and why it is learned), seven curriculum emphases for science education (everyday coping, structure of science, science/technology/decisions, scientific skill development, correct explanations, self use explainer, and solid foundations), and how these curriculum emphases get into science programs. Other areas addressed include the logic of educational slogans and the diversity of interpretations given to "scientific literacy" between about 1960 and about 1980. Three suggestions concerning the curriculum policy debate, from the perspective of scientific literacy, are also discussed, (including problems of implementing policy changes). (JN)

van Dijk, Teun A.
Cognitive and Conversational Strategies in the Expression of Ethnic Prejudice. Prepublication/Working Paper No. 2
Amsterdam Univ. (Netherlands).
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Discourse Analysis; *Ethnic Bias; *Ethnic Groups; Ethnic Relations; Foreign Countries; Interaction Process Analysis; Interviews; *Majority Attitudes; *Minority Groups; Models; Pragmatics; Semantics; Social Attitudes; Social Science Research
IDENTIFIERS- *Netherlands (Amsterdam)

In order to design a cognitive model of ethnic attitudes, an interdisciplinary project has analyzed strategies used in everyday conversation among majority members about minority groups, e.g., immigrant workers from Turkey and Morocco and people from Surinam. Data were collected through undirected interviews among people in an Amsterdam neighborhood where a relatively high percentage of ethnic minorities live. Following background information and a discussion of the general notion of strategy, a detailed discussion points out the complex sequences of social interaction, which involve pragmatic, semantic, stylistic, and rhetorical discourse strategies. Subtle discourse analysis of the transcribed interviews suggests hypotheses about the contents, representation, and strategic uses of ethnic attitudes (and prejudice, in particular). Strategic moves may be defined at several layers of analysis and along several dimensions. Also, it appears that quite a number of moves and move sequences appear to be typical for talk about ethnic minorities. These moves are categorized as dissimulation (e.g., vagueness, presupposition), defense (justification, explanation of attitudes), accusation (blaming, negative experiences with ethnic groups), and positive self-presentation. Future research will involve an analysis between specific kinds of prejudiced beliefs and specific moves and strategies. Transcripts of some interviews are presented in English and Dutch. (KC)

ED 231 733 SO 014 973

Davis, James E.; Haas, John D.
Microcomputers in the Social Studies.
PUB DATE- Jun 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Educational Change; Educational Trends; Elementary Secondary Education; *Instructional Development; *Microcomputers; *Social Studies; Technological Advancement
IDENTIFIERS- Computer Uses in Education

A discussion of microcomputer applications in elementary and secondary school social studies is accompanied by a list of publications and a checklist to aid educators in evaluating programs for microcomputers. Six instructional uses of the microcomputer are drill and practice, tutorial, demonstration, simulation, instructional games, and computer literacy. Drill and practice and tutorials represent the most simple type of computer use. In creating a demonstration, the computer illustrates processes and systems; however, demonstration programs for the social studies are relatively rare. Simulation and instructional games are popular with social studies teachers and students and many computer programs are available. A drawback is that the machine-student interactions restrict, if not preclude, interaction among students. Using computers to become computer literate involves running commercially produced programs, creating programs, modifying existing programs, using computers to retrieve information and solve problems, evaluating a program, and understanding computer technology as a source of social issues. Eight appendices include the following: a glossary; lists of microcomputers used in schools, useful books, sources of information for educational software, periodicals, and general computing magazines; a 2-page software evaluation checklist that covers initial information, instructions, input, and overall impression; and a transcribed interview with a school district computer education coordinator. (KC)

ED 231 747 SO 014 987

Kent, Ashley

The Impact of the Micro on Social Studies Curricula or Computer Assisted Learning (CAL) in Economics, History, and Geography Curricula in England, Wales and Northern Ireland.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Comparative Education; *Computer Assisted Instruction; *Curriculum Development; Economics Education; Educational Research; Elementary Secondary Education; *Federal Aid; Foreign Countries; Geography Instruction; History Instruction; Literature Reviews; Microcomputers; Program Descriptions; Research Needs; *Social Studies; Technological Advancement
IDENTIFIERS- Computer Uses in Education; *Great Britain

Government initiatives for incorporating microcomputers in the schools in England, Wales, and Northern Ireland as well as the availability of and attitudes toward computer assisted learning (CAL) in secondary school geography, economics, and history are discussed. In 1980, the government launched the Microelectronics Education Programme to support curriculum development, teacher training, and resource organization. The program has set up 14 regional information centers where inservice training is conducted and has financially supported various agencies to engage in software development. By the end of 1983, every secondary school in England will have a microcomputer. In history, economics, and geography instruction, CAL consists of information handling; statistical analysis; simulation; reinforcement of knowledge, skills, and ideas; production of teaching materials; and management of resources and learning. Of the three subjects, geography has sustained CAL developments on the widest scale. Many history teachers regard CAL as no more than a gimmick. In economics, much software has been promised, but little produced. Most teachers have decided against using CAL since there is not enough hardware or software available. Teacher awareness and knowledge is limited, and sparse research suggests that less able students may have negative attitudes toward CAL. Thus, inservice training is critical to the success of CAL. (KC)

ED 231 763 SP 022 411

Sullivan, Howard; Higgins, Norman
Teaching for Competence.
REPORT NO.- ISBN-0-8077-2725-3
PUB DATE- 83
AVAILABLE FROM- Teachers College, Columbia University, New York, NY 10027 ($7.95).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Behavioral Objectives; *Competency Based Education; *Educational Strategies; Elementary Secondary Education; Evaluation Methods; Inservice Teacher Education; Instructional Design; Learning Activities; Needs Assessment; *Student Evaluation; Student Improvement; *Teacher Effectiveness

This book on competency-based instruction (CBI) is organized around three topics: (1) teachers deciding what their students should learn; (2) teachers teaching it well; and (3) teachers checking to see if students have learned it. Chapter 1, "A Matter of Accomplishment," gives an overview of competency-based instruction. Chapter 2, "Worthwhile Objectives," deals with teachers deciding what content their students should learn. Chapter 3, "Effective Instruction," covers teaching that content well. Chapter 4, "Assessment," describes checking to see how well the students have learned what the teacher has taught. The second, third, and fourth chapters are organized similarly. In the beginning of each, there is a list of skills to be learned from the chapter, and the remainder of the chapter consists of information and short exercises to teach those skills. At the end of each chapter, a self test that measures how well the skills have been mastered is referred to. A final chapter, "Making CBI Work," explains how to put the whole system of objectives-instruction-assessment together. Included in appendices are suggestions for additional learning activities. (JMK)

Matter, M. Kevin; Ligon, Glynn
Achievement Test Preparation: A Year-Long Goal, Not a Last-Minute Thought.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- ORE-82.63
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Tests; Curriculum Development; *Educational Diagnosis; Educational Testing; Elementary Secondary Education; *Evaluation Utilization; *School Districts; Standardized Tests; *Testing; *Testing Programs; Test Results
IDENTIFIERS- *Austin Independent School District TX

Yearly administrations of a standardized achievement test are a part of the educational process in many school districts in the United States. The Systemwide Testing Program in the Austin Independent School District Office of Research and Evaluation has gradually developed a process and support materials whereby the test administrations are a tool for evaluation and also a means of informing, preparing, and involving teachers, parents, and the community in this part of the educational endeavor. To provide for enrichment of teaching techniques and improvement of communication patterns, the following materials (included as attachments to the document) are discussed: (1) public service announcements; (2) school district cable television; (3) parents' role in preparing students for testing; (4) test brochures; (5) school board presentations; (6) teachers' year-long plan; (7) preparing students; (8) testing calendar, and (9) newsletter for test coordinators. (PN)

ED 231 511 PS 013 587

Hoffman, Sandra Josephs

Literacy Socialization: A Parent Diary of a Preschooler.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Childrens Games; Diaries; *Family Environment; *Literacy; Parent Role; *Prereading Experience; *Preschool Children; *Socialization

One preschool-age child's literacy-oriented, self-initiated games and play are described in this report. Some of the games used decontextualized print, some focused on contextualized written language, some were number games, and some involved letters and words. Commercially produced games were used in addition to games constructed at home; these focused on various literacy skills (reading, writing, counting, listening, and speaking). Throughout the report, the child is portrayed as a creative and active partner in games of communication, manipulation, and invention. The point is made that even though the games were child-centered and child-initiated, they did not "just happen." The gaming took place in a language-oriented home environment where literacy was sought after, worked on, and taken for granted; in other words, it was an integral facet of socialization. The literacy events reviewed in this report are seen as one facet of an all-encompassing way of life and childrearing. It is concluded that the material presented suggests a naturalistic and holistic approach to literacy in the home, one which respects the individual learner's interests and style, as well as the cultural milieu and its effects on learning. (RH)

ED 231 526 PS 013 729

Will, Jerrie Ann
Neonatal Cuddliness and Maternal Handling Patterns in the First Month of Life.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attachment Behavior; *Blacks; *Individual Characteristics; *Infants; Interviews; Longitudinal Studies; Low Income; *Mothers; Neonates; Observation; *Parent Child Relationship; Sociocultural Patterns; Stimulation
IDENTIFIERS- *Social Interaction; *Tactile Stimulation

The effects of "cuddliness" on proximal and distal maternal stimulation and on maternal attachment were examined in 32 healthy mother/infant pairs. All mothers were black, inner-city, of low socioeconomic status, primaparous, bottle-feeding, and between 16 and 24 years of age. All also had adequate prenatal care, no complications, and low levels of medication during labor and delivery. Brazelton testing, mother/infant observations, and a maternal attachment interview provided longitudinal information about 32 urban black infants of low socioeconomic status. Infants, tested at 3 days and at 1 month of age, were grouped as being either "low-cuddly" or "high-cuddly." Low-cuddly infants received more overall handling, although the patterns suggested qualitative differences in vigorous and gentle tactile stimulation as a function of cuddliness. Distal stimulation was unaffected by cuddliness alone, but the interaction of cuddliness and sex influenced both proximal and distal maternal stimulation. Maternal attachment was not related to infant cuddliness. Results are discussed in terms of sociocultural influences and mother/infant synchrony. (Author/RH)

ED 231 613 SE 041 617

Gerace, William J.; Mestre, Jose P.
A Study of the Cognitive Development of Hispanic Adolescents Learning Algebra Using Clinical Interview Techniques. Final Report.
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-81-0027
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Algebra; *Cognitive Processes; *Educational Research; Grade 9; *Hispanic Americans; Interviews; Language Role; Learning Problems; *Mathematics Instruction; Minority Groups; Problem Solving; Secondary Education; *Secondary School Mathematics; Teaching Methods; Textbooks
IDENTIFIERS- Mathematics Education Research

This document reports in detail an investigation of the cognitive processes and learning difficulties of ninth-grade students in Algebra I. A clinical interview approach was used with 14 students. A group of six Hispanic students and a group of five Anglo students were enrolled in the same algebra class; a group of three Hispanic students who had begun algebra one-half year earlier was also included. Probed were students' appreciation of algebra as an abstract logical system, command of the formal operations of algebra, ability to use algebra, and ability to solve problems. Performance in English vs. Spanish was compared, and students' teaching styles were analyzed as they taught peers. It was found that students preferred not to use algebraic techniques in solving problems, were poor at verbalizing definitions and procedures and at translating problem statements into equations, did not use their textbooks very much except as a place to find assigned problems, and treated algebra as a rule-based discipline, not as a concept-based one. Detailed descriptions of student performance are given, and findings are discussed in relation to textbooks, pedagogy, linguistics, and directions for future research. Nine recommendations for improved pedagogy and learning are also presented. Questions asked in eight interview sessions are appended, as is selected background information on student participants. (MNS)

ED 231 629 SE 042 064

Ehrmeyer, Sharon S.
Five-Step Approach to Effective Teaching in the Laboratory.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Learning; Allied Health Occupations; *Behavioral Objectives; Formative Evaluation; *Laboratory Procedures; Medical Technologists; Postsecondary Education; Science Education; *Science Instruction; Summative Evaluation; *Teacher Role; *Teaching Methods

The formal education of laboratory personnel focuses primarily on the basic sciences and specific clinical laboratory practices. However, many of these personnel are called upon to teach students, new employees, and/or colleagues participating in continuing education/in-service activities. Often those called upon are totally unprepared for that role, due in part to their lack of or superficial exposure to even the most rudimentary principles and concepts associated with the teaching/learning paradigm. Therefore, a five-step approach is presented to help laboratory personnel called upon to teach in the clinical setting. The model does not purport to present any new or unique procedures. Rather, it attempts to bring together, in synergistic fashion, a variety of educational tenents. By following the approach, instructors will not only become aware of the characteristics of effective instructors and adult learners, but will also come to appreciate the complexity of the entire teaching/learning process. The approach consists of discussions related to: preparing for the role of instruction; preparing the learner for instruction; presenting the task/procedure; practicing the procedure; and evaluating the teaching/learning process. The approach has been used in a variety of clinical settings and has been found to generate positive results for both instructors and students. (JN)

ED 231 643 SE 042 079

Inservice Guide for MNCP Units. Teacher's Guide.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Oriented Programs; Discovery Learning; Elementary Secondary Education; *Inservice Teacher Education; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Middle Schools; Problem Solving; Programing; Teacher Education; Teaching Guides; *Teaching Methods; Units of Study
IDENTIFIERS- *Math Network Curriculum Project

The seven units developed for the Math Network Curriculum Project (MNCP) incorporate an active approach to the study of mathematics using microcomputers. The intent is to have students explore new concepts by experimenting with different situations. Most teachers of mathematics have not learned mathematics in an active way, and thus need to experience the approach they will be expected to use with students. The Inservice Guide is intended to serve as a tool for a master teacher to introduce middle school teachers to the seven units and thus to an active approach to learning mathematics. It first reviews the MNCP philosophy and inservice plans. Then each unit is discussed in detail, so the teacher learns how to use it with students. (MNS)

ED 231 779 SP 022 478

Massengale, John D.; Merriman, John W.
The Administrative Housing of Intercollegiate Athletics: Independent or Affiliated with an Academic Department.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrative Organization; Athletic Coaches; *Athletics; *College Faculty; Degrees (Academic); *Departments; Financial Policy; Higher Education; *Intercollegiate Cooperation; Physical Education; Program Design
IDENTIFIERS- Athletic Administration; *Athletic Departments

Independent and affiliated models are two different types of administrative organization in college athletic departments. An independent athletic department is a conglomerate of smaller units, of varying size, which are in competition with each other for limited resources, institutional recognition, and public acclaim. The primary purpose of an independent athletic department is to satisfy many of the external demands, placed on an educational institution, which may or may not be compatible with the role and mission of the institution. An independent model features an athletic department that is definitely not an academic department, as there are no degree programs. When intercollegiate athletics is affiliated with an academic unit, several features become evident. Athletic personnel and programs report directly through normal academic channels regardless of whether departments, divisions, professional schools, or even colleges become involved. An affiliated model also features a system where evaluation and worth are determined by the quality of benefits and the total contribution made, and not just by numbers of benefits or numbers of dollars. Other topics discussed in this paper about independent and affiliated athletic departments include: (1) administrative responsibility; (2) expendable sports and programs; (3) philosophy and ethics; (4) faculty evaluation and tenure; (5) budget sources; and (6) academic majors and degree programs. (JMK)

ED 231 794 SP 022 666

Slavin, Robert E.

Component Building: A Strategy for Research-Based Instructional Improvement. Report Number 337.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Change Strategies; Class Organization; *Classroom Research; Conceptual Tempo; Course Organization; Decision Making; Elementary Secondary Education; *Instructional Design; *Instructional Improvement; Programed Instruction; *Research Utilization; Student Motivation; Teaching Methods; Time Factors (Learning)

Component-building research on practical issues of instructional design can make a substantial contribution to research-based school improvement. Component-building research consists of rigorous within-school experiments that test various components of instruction for effects on student achievement. Research would address practical issues that teachers and principals face each year--for example, should homework be given every day, should films be used more or less often, should a school use a reward-for-effort or continuous progress grading system, should students be regrouped for mathematics instruction, and so on. A large number of such rigorous studies conducted by teachers, principals, and researchers could produce a science of instructional design. Complete programs of effective instruction could be developed by combining components that are proved to increase student achievement. (Author/JD)

ED 231 810 SP 022 701

Olstad, Roger G.; And Others
Preservice Teaching Performance: A Search for Predictor Variables.
Final Report. Research Report No. 83-3.
Washington Univ., Seattle. Teacher Education Research Center.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Rating Scales; *Evaluation Criteria; Grade Point Average; Higher Education; *Measures (Individuals); *Predictor Variables; Preservice Teacher Education; *Student Evaluation; *Student Teachers; Teacher Behavior; *Teacher Effectiveness; Test Validity

Two studies sought to identify variables that might predict relative success in student teaching performance. University supervisors ranked program graduates on overall student teaching success after they had successfully completed all mastery criteria. The first study compared students on achievement test scores, grade point average (GPA), and mastery criteria to identify differences among program graduates ranked high, middle, and low on overall student teacher success. The second study was a replication of the first, and it examined similar variables measured at several points in the program. A comparison was made of student groups ranked high and low on overall performance using the measures of GPA, the California Achievement Test (CAT), and the Performance Based Evaluation Instrument (PBEI). Although results were mixed at the secondary school level, two possible predictors appeared at the elementary school level: (1) GPA of an elementary school intern at the beginning of the program; and (2) PBEI scores at the end of the third of four student teaching quarters. A comparison of the groups on the CAT did not support this selection criterion as a predictor of teaching success. Appended tables present data on total group contrasts in all three measures and a complete data analysis of the two studies. (JD)

ED 231 825 SP 022 738

Bell, T. H.
Toward Reform and Revitalization of the Teaching Profession.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 11 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Change Strategies; Educational Improvement; *Educational Responsibility; *Education Majors; Futures (of Society); Higher Education; Incentives; *Master Teachers; Merit Pay; Preservice Teacher Education; Schools of Education; Student Attitudes; *Teacher Education Programs; Teacher Recruitment; Teaching (Occupation)

Current facts concerning the teaching profession should be analyzed and acted upon. Most college students now studying to enter the teaching profession come from the bottom quarter of those taking the college entrance examinations. Schools and Colleges of Education are held in very low esteem on most campuses; therefore, when budgets are cut, they often suffer most. Many of the best teachers are leaving the profession for more promising work elsewhere. Taxpayers voting for "Proposition 13"-type legislation curb school finances and cut into the education budget. Many teachers' unions and education associations want equal treatment of their members; however, equality of unequals is the source of discontent coming from inside the teaching ranks. Viewed from the eyes of an ambitious, capable young person, teaching is a "dead end job." Teaching lacks a reward system for sustained effort. There are several ways in which the teaching profession can be renewed and revitalized. First of all, colleges and universities must give a higher priority to teacher education, make it a university-wide effort, and infuse more "academic rigor" into the curriculum. Secondly, more academically talented students must be recruited aggressively for the teaching profession. Thirdly, the current teaching system must be enhanced with a Master Teacher Program, which, unlike merit pay programs, offers the teacher a promotion and new title in addition to a salary enhancement. (JMK)

ED 231 855 TM 830 384

Nickerson, Raymond S.
Methods, Fallacies and Games: Comments on Some Approaches to Training Information Processing and Problem Solving Skills.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cognitive Processes; Educational Games; *Problem Solving; *Reading Skills; *Skill Analysis; *Skill Development; *Skills; Teaching Methods; Vocabulary Development

This paper is a commentary on three other papers presented at the 1983 American Educational Research Association Symposium on "The Trainability of Information Processing and Problem Solving Skills." The papers focus on certain aspects of the training of complex skills, such as reading, that can presumably be broken down into a variety of skills. In "Teaching Vocabulary-Building Skills: A Contextual Approach," R. J. Sternberg makes the case well for the importance of knowing how to use context effectively to infer the meanings of unfamiliar words and provides a systematic approach that is certainly worthy of experimental study. "Developing Skills by Training to Develop New Automatic Components," by W. Schneider, identifies a number of issues relating to the training of complex skills and challenges what the author views as some prevailing false assumptions regarding these issues. "A Componential Approach to Training Reading Skills," by J. R. Frederiksen et. al, states that learning some of the skills that are essential to reading (via computer-based games) can be made fun, and provides compelling evidence for his claim. All three papers have useful and provocative things to say about the trainability of information-processing and problem-solving skills and, in particular, the complex skill of reading. (Author/PN)

ED 231 571 RC 014 173

Esmailka, Wendy; Barnhardt, Carol

The Social Organization of Participation in Three Athabaskan Cross-Cultural Classrooms. Final Report.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 21 Dec 81
GRANT- NIE-G-80-0064
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Alaska Natives; *American Indian Education; *Classroom Communication; Conventional Instruction; Elementary Education; Methods Research; Rural Areas; *Student Teacher Relationship; *Teaching Styles; *Videotape Recordings
IDENTIFIERS- Alaska

The report documents a study conducted in 1979 by the University of Alaska's Cross-Cultural Education Development Program (X-CED) to use video tape to study the interaction of teachers and students and to look specifically at the teaching styles of the three Athabaskan teachers at an Interior Alaska Athabaskan community school. The study would then provide information that would be helpful for faculty and students in the development of guidelines and materials for the X-CED teacher training program. Videotaping was done on three different occasions over a time period of 2 months in each of the three classrooms using a portable reel-to-reel black and white video camera. Approximately 12 hours of tape were collected from each classroom, of which samples were selected for reviewing and analyzing. Study findings included: Native teachers are without question "teachers" according to the definition of the term; teaching styles were similar to the ways described in educational studies; teachers' repertoires included directives, spotlighting, and reprimands, but were used less frequently, and rules for using them were different; and teachers' personal relationships with the students did not interfere with their expectations that students do well academically. An example of score transcript from a classroom vocabulary lesson concludes the document. (ERB)

ED 231 659 SE 042 197

Geer, Ira W.
Weather & Climate. Science Syllabus for Middle and Junior High Schools. Block E.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Climate; Course Content; *Course Descriptions; *Earth Science; Junior High Schools; *Meteorology; Science Education; *Secondary School Science; Solar Energy; Water; *Weather; Wind (Meteorology)
IDENTIFIERS- *Natural Disasters

This syllabus is divided into three sections and three appendices. The first section lists program objectives with corresponding performance criteria for seven areas of weather/climate study: (1) broad-scale weather systems; (2) local weather; (3) the atmospheric environment; (4) energy and motion in the atmosphere; (5) water in the atmosphere; (6) hazardous weather; and (7) climate. The second section lists science processes numbered from 1 to 23. The third section provides lists of concepts and understandings for each of the seven areas of study together with suggested questions and activities. Activities in this section (indicated by a letter/number combination such as E-32) are keyed to one or more of 62 learning activities presented in appendix A. Instructional strategies are provided for all activities in this appendix; in addition, each activity is keyed (by number) to the science processes listed in section 2. Appendix B contains charts, tables, and diagrams for selected activities. These include weather information and temperature/pressure charts, a wave cyclone model, a model data sheet for weather watch, and a wind chill table. Appendix C contains supplemental teacher information on weather/weather systems, weather models, satellite images, and hazardous weather. (JN)

ED 231 704 SO 014 740

U.S.-China Relations: The China Council of the Asia Society. A Medial Source Guide, Issues for the '80s.

Council on International and Public Affairs, New York, N.Y.

SPONS. AGENCY- Office of International Education (ED), Washington, DC.

PUB DATE- 82

GRANT- G00-80-01865

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Exports; *Foreign Policy; Higher Education; Human Resources; International Cooperation; International Education; *International Relations; International Trade; Journalism; News Media; Organizations (Groups); Primary Sources; Sciences; *United States History; Universities

IDENTIFIERS- *China; *Taiwan

Concise, authoritative background information on U.S.-China relations is provided for journalists in this guide, one of a series dealing with topics of interest to the U.S. media. The guide begins with a chronology of U.S.-China relations from 1979 to 1982. The texts of documents on U.S.-China relations are then presented. These include the Shanghai Communique, 1972; Normalization of Relations, 1978; National People's Congress Standing Committee Message to Compatriots in Taiwan, 1979; Taiwan Relations Act of 1979; Reagan's Statement on Ties to China and Taiwan, 1980; Chairman Ye Jianying's Elaborations on Policy Concerning Return of Taiwan to Motherland and Peaceful Reunification, 1981; speeches delivered by Nationalist leader Chiang Ching-kuo and Deputy Secretary of State Walter J. Stoessel, Jr.; and U.S.-China Communique on Taiwan, 1982. Tables on volume and composition of U.S.-China trade and leading exports and imports are provided; protocols under the U.S.-China science and technology agreement and institutional agreements between American and Chinese universities are listed. The guide concludes with listings of American China specialists and governmental and private organizations working in China. (RM)

Newitt, Jane

The Treatment of Limits-to-Growth Issues in U.S. High School Textbooks: Report of a Research Project Conducted for Hudson Institute's "Visions of the Future" Program. Final Report.

Hudson Inst., Croton-on-Hudson, N.Y.
REPORT NO.- HI-3583/2-RR
PUB DATE- May 83
AVAILABLE FROM- Hudson Institute, Publications Dept., Quaker Ridge Road, Croton-on-Hudson, NY 10520 ($12.50 for educators, $25.00 for others).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Civics; Controversial Issues (Course Content); Economic Development; Economics Education; *Energy; *Environmental Education; *Food; Futures (of Society); Geography Instruction; Global Approach; High Schools; History Textbooks; Pollution; *Population Education; Population Growth; Population Trends; Social Sciences; *Social Studies; *Textbook Content; Textbook Evaluation; Textbook Research; United States History; World History; World Problems

Sixty-three basal high school textbooks from 18 publishers were reviewed to determine their treatment of population growth, resources, environmental problems, economic development, and "package" handling of these limits-to-growth (LTG) topics. The textbooks included 21 U.S. histories, 9 economics texts, 5 civics texts, and approximately (there is overlap between the categories) 15 geographies and 13 world histories. The key criteria employed in the review were objectivity and adequacy. Adequacy is defined as the quality of what is offered (e.g., Are there factual errors? Are materials outdated?). General impressions are discussed and detailed findings are presented for each topic. Regarding adequacy, most of the texts contain misinformation and sloppy writing. For example, although 52 of the textbooks reviewed have 1980's publication dates, none alludes to the fact that the world's population rate has declined. Most texts were also found to have a lack of objectivity that was associated with a sense of urgency to change students' attitudes and behavior. Of the 63 texts, 4 made no reference to any LTG topic. The most commonly treated topics were energy (in 48 texts), environmental problems (in 46), and population (in 42). Only the energy crisis is treated in a balanced, informative way by a significant number of textbooks. (RM)

ED 231 840 TM 830 261

Chiarelott, Leigh; Davidman, Leonard
Learning Style Inventories: Implications for Curriculum and Instruction.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Measurement; *Cognitive Style; *Comparative Analysis; *Curriculum Development; Grade 5; *Instructional Development; Intermediate Grades; Measures (Individuals); Test Format; Testing Problems
IDENTIFIERS- *Implicational Analysis; *Learning Style Inventory

This paper summarizes two related sets of data. First, the findings of an inquiry titled, "The Appropriateness of Forced Choice True/False Response Formats for Selected Learning Style Inventories" is reported. This inquiry compared data from two forms of the Dunn/Price Learning Style Inventory. The first form was the real Dunn/Price inventory; the second added an uncertain column. Two significant findings emerged. First, 28 percent of the upper grade elementary students (N=112) marked 20 percent or more of the items uncertain when given the opportunity. Second, these items clustered in potentially significant ways. The second part of the paper discusses the general implications which learning style inventories have for the field of curriculum and instruction. A list of research projects worthy of development is included. (Author)

ED 231 902 UD 022 843

Bowler, Rosemarie M.; And Others
Racial Tension in a Multi-Ethnic High School and a Preventative Intervention.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acculturation; *Ethnic Groups; High Schools; Racial Attitudes; *Racial Bias; Racial Relations; School Desegregation; *Self Concept; Self Esteem; *Self Evaluation (Individuals); *Student Attitudes; White Students
IDENTIFIERS- Acculturation Scale (Hopkins); California (San Francisco); Racial Tension Scale (Bowler); *Rosenberg Self Esteem Scale; Schwarzer Self Efficacy Scale

This is a report of a survey conducted to examine self-esteem, self-efficacy, acculturation, and racial tension in a multiethnic San Francisco high school. A questionnaire was administered to a sample of 525 students, consisting of Blacks, Hispanics, Asians, Indochinese, Filipinos, and Caucasians. The questionnaire included demographic questions, the Racial Tension Scale, the Rosenberg Self-Esteem Scale, the Schwarzer Self-Efficacy Scale, and the Acculturation Scale of Hopkins Personality Inventory. The researchers hypothesized: (1) significant differences between ethnic groups on self-esteem, self-efficacy, and acculturation; (2) significant differences in degree of experienced racial tension reported by different ethnic groups; and (3) negative correlations between racial tension and the variables of self-esteem, self-efficacy, and acculturation. Results showed that different ethnic groups do experience differing degrees of racial tension in the same milieu and that significant differences exist between racial groups in self-esteem, self-efficacy and acculturation, as well as in family support and likeability. It is suggested that despite the potential for creating a prejudice-free society by desegregating schools, further efforts are needed to undo racism in an increasingly culturally pluralistic society. Appended to the study are statistical data obtained from the survey. (Author/AOS)

ED 231 917 UD 022 870

Di Martino, Vincent James; And Others
Grover Cleveland High School. Basic Bilingual Program. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 83
GRANT- G00-790-4435
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Curriculum Development; High Schools; Hispanic Americans; *Italian Americans; *Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Social Studies; Spanish Speaking
IDENTIFIERS- *New York City Board of Education

This paper evaluates the bilingual educational program at Grover Cleveland High School, Queens, New York City. The program offered instruction in English as a second language (ESL) and native language skills in Italian and Spanish as well as courses in science, mathematics, and social studies to 142 students with limited English proficiency. The major goal of the program was to promote the acquisition of English language skills needed for mainstreaming within a 2-year span, while nurturing strong personal and ethnic identity in the students. Supportive services were provided for staff development, career counseling, and parental involvement through home visits. Evaluation findings for 1981-82 indicate that students were meeting program objectives in English language development, and achieving high rates of passing in native language arts. Passing rates varied in content area courses. In addition, the attendance rate of program students was higher than the average school wide attendance. Recommendations to enhance program effectiveness are made in this report. Statistical data on staff characteristics are appended. (AOS)

ED 231 542 PS 013 756

Seifert, Kelvin
The Achievement of Care: Men Who Teach Young Children.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Career Planning; Comparative Analysis; *Early Childhood Education; Females; Foreign Countries; Interviews; *Job Satisfaction; *Males; *Nontraditional Occupations; Sex Differences; *Teacher Attitudes; Teacher Background; *Teachers; Videotape Recordings
IDENTIFIERS- Clinical Analysis; *Manitoba

Teaching young children remains a generally female occupation in spite of some educators' encouraging men to enter the field. In order to explore the reasons for this imbalance, 10 male school teachers of young children were interviewed at length about their teaching history and plans, their satisfaction with their work, and their attitudes about male participation in the profession. Responses from the men were compared with those from eight women holding comparable jobs. Open-ended, semistructured questions guided the 60 to 90 minute interviews, which were recorded and additionally transcribed when deemed appropriate. Results suggested both similarities and differences between the two groups. Men and women expressed their liking for children, but men reported having more complex career plans and experiencing more frequent situations leading to discussion of alternative careers. Men also reported incidents of discrimination as a result of their gender, but the significance of these incidents was unclear. Altogether, results suggested that the distraction of positive career alternatives accounted more for the scarcity of men in early childhood education than did discrimination. (Author/RH)

ED 231 557 RC 014 075

Woodenlegs, Martha
Fast Moccasin: A Story of Arapaho Kinship.
Wyoming Indian High School, Ethete.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; American Indian History; American Indian Literature; American Indians; Cultural Activities; Extended Family; Family (Sociological Unit); Family Relationship; *Family Structure; Language Arts; Learning Activities; *Life Style; Puzzles; Secondary Education; *Social History; Tests; Tribes; Word Lists; Workbooks
IDENTIFIERS- *Arapaho (Tribe)

The story of Fast Moccasin, a 14-year-old Arapaho youth anxiously awaiting the annual Arapaho Pow-wow, is used to portray the kinship relationships of the Arapaho. Following the story is a 30-item quiz concerning relationships or relationship equivalents (blood relations, extended families, adopted families), naming procedures, and courtesies extended to family members. Additional exercises include: a 20-word dictionary exercise; a 25-word vocabulary exercise; a cross-word puzzle; a family tree form for an Arapaho Kinship System and exercise sheet; a glossary; and a list of kinship terms/definitions. (AH)

ED 231 586 RC 014 192

Walker, Willard
How Literacy Came to the Cherokees and the Role of Ahyokeh in the Demonstration, Validation and Refinement of Sequoyah's Syllabary.
PUB DATE- 7 Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *American Indian Languages; American Indians; *Cree; *Language Proficiency; Language Skills; Language Usage; *Written Language
IDENTIFIERS- *Ahyokeh; Sequoyah; *Sequoyah Syllabary

The Cree and Cherokee syllabary systems were designed by gifted amateurs, such as Sequoyah, who received no funding or significant institutional support. Although he had influential kinsmen in his matrilineage, his project encountered active, widespread opposition from his contemporaries prior to its validation in 1821. Sequoyah found it necessary to teach a second Cherokee speaker to read and write his syllabary. This was essential to demonstrate its utility since to validate the system there must be two literate people. Sequoyah prevailed upon one of his young daughters, Ahyokeh, to learn his newly invented alphabet, which she rapidly learned to write and read fluently. The choice of this daughter to serve as his collaborator may have been fortuitous since she was too ingenuous to share in the popular wisdom that the syllabary would never work and just young enough to have the imagination and learning capability required for her role in the demonstration, validation and refinement of her father's invention. Ahyokeh played a key role in the important matter of convincing the skeptics. Yet it is one thing to invent a writing system and quite another thing to get people to use it. In the latter respect, Ahyokeh's contributions in validating the Cherokee syllabary seem to have been invaluable. (ERB)

ED 231 690 SO 014 705

Moses, Yolanda T., Ed.; Higgins, Patricia J., Ed.
Anthropology and Multicultural Education: Classroom Applications. Publication 83-1.
Georgia Univ., Athens. Anthropology Curriculum Project.
PUB DATE- 5 Dec 81
AVAILABLE FROM- Anthropology Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, GA 30602 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Anthropology; Archaeology; Cultural Pluralism; Elementary Secondary Education; Film Study; Higher Education; *Interdisciplinary Approach; Learning Activities; Mathematics Instruction; Models; *Multicultural Education; Oral History; Program Descriptions; Simulation; Student Projects; Teacher Education

Useful models and ideas for multicultural and cross-cultural educators at all levels who want to use anthropological concepts and processes in the classroom are provided in eight papers. Papers describe six different projects which (1) involved high school students in the collection and analysis of data about local youth cultures; (2) engaged college students in an introductory anthropology course which conducted a participant-observation study of various small groups; (3) used oral history to teach about the concepts of culture and ethnicity; (4) emphasized direct experience and a hands-on approach in archaeology programs developed for pre-college students; (5) promoted an appreciation of cultural relativity and stereotyping by using obsolete films; and (6) examined the use of non-Western mathematics to improve students' mathematical concepts and skills and their cultural awareness. The last two papers deal with teacher training programs, including the use of the simulation BaFa BaFa and its juvenile version RaFa RaFa to teach about cultural pluralism, and pre-college teacher training programs in multicultural education. (RM)

Garman, Keats
Eastside, Westside... An Exercise in Applying Document Analysis Techniques in Educational Evaluation. Research on Evaluation Program Paper and Report Series. No. 78. Interim Draft.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTIONS- Case Studies; *Content Analysis; Data; Elementary Secondary Education; *Evaluation Methods; *Records (Forms); *Reports; *School Closing; School Districts
IDENTIFIERS- *Document Analysis; Tracking (Documents); Triangulation; Verification

This booklet is about document analysis and its utility as a method in education evaluation, and is intended for evaluators in local school districts, regional education agencies, and state departments of education. Document analysis is described as a technique that relies heavily upon a variety of written materials for data, insights, and judgments about programs or events. Also described are document tracking, verification, and content analysis, the procedures employed in document analysis. A series of exercises based on actual documents related to the closure of several schools in Portland, Oregon, during the 1980-81 school year are provided for practice in these procedures. (LC)

ED 231 888 UD 022 800

Johanson, Roger P.; Vopava, Judy R.
Attitude Assessment and Prediction of College Attendance Among Minority and Disavantaged Students.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; *Attitude Measures; *College Attendance; Economically Disadvantaged; Educational Attitudes; High Schools; High School Students; Minority Groups; *Predictor Variables; *Student Attitudes; Summer Schools; Transitional Programs
IDENTIFIERS- *Attitudes Toward College Inventory

Active and creative recruitment is necessary to compensate for the fact that minority group students may be disinclined to seek higher education. One such recruitment activity involves providing on-campus precollege experiences during which students can become familiar with college life, begin career exploration, and develop positive attitudes toward college. The research described in this paper focused on developing an evaluation procedure to measure such attitudes. One particular recruitment activity, the Youthsummer program at the University of Wisconsin-Superior was studied. In the first phase of the study, the Attitudes Toward College Inventory (ATCI) was developed as a twelve-item instrument, employing five-option Likert items. The student population consisted of 108 minority and disadvantaged youth who participated in a two-week Youthsummer program in 1981. In addition to the twelve items of the ATCI, a number of other questions were included on the form administered at the beginning and end of the program. A follow-up questionnaire was sent to the 47 participants ten months after the program. In phase two, the ATCI was expanded to thirty items and administered to participants in the 1982 Youthsummer program. Results show that the ATCI is a reliable, valid, and easily administered indicator of high school students' attitudes toward attending college. Appended to the paper is a sample of the instrument. (AOS)

ED 231 512 PS 013 590

Dietrich, Kim N.; Pearson, Douglas T.

Research Models in Developmental Behavioral Toxicology.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Development; *Biological Influences; Children; Definitions; Developmental Psychology; Drug Abuse; *Environmental Influences; Lead Poisoning; Medical Research; Models; *Research Design; *Toxicology
IDENTIFIERS- *Teratology

Developmental models currently used by child behavioral toxicologists and teratologists are inadequate to address current issues in these fields. Both child behavioral teratology and toxicology scientifically study the impact of exposure to toxic agents on behavior development: teratology focuses on prenatal exposure and postnatal behavior development; toxicology on postnatal exposure and subsequent behavioral development. In general, the field of behavioral toxicology has underestimated, dismissed, or poorly evaluated the potential impact of psychosocial variables in determining an infant's or child's vulnerability to toxicants. Given the complexity of developmental processes, behavioral toxicologists and teratologists must adopt developmental models more complex than the "main effects" model currently in use. The more realistic interactive model, while better than the main effects model, is also inadequate since its elements are essentially static. Developmental toxicology must adopt a transactional model, or one that takes into account the ongoing transactions between individual biological and behavioral factors and the environmental contexts in which they operate. (An outline of a test battery formulated to link lead exposure to developmental delays is discussed in terms of five aspects that make it capable of addressing issues generated by the transactional model as applied to child behavioral toxicology.) (RH)

ED 231 527 PS 013 731

Cossette-Ricard, Marcelle; Gouin Decarie, Therese
Object Identity in Infants.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Cognitive Development; *Cognitive Processes; *Concept Formation; Criteria; Foreign Countries; *Infants; *Object Permanence
IDENTIFIERS- Canada; *Rule Application

A series of studies focused on (1) the evolution of the notion of identity of objects among infants up to 15 months of age and (2) the changing rules by which this development may be understood. Six identity tasks were presented to 60 infants divided into five age groups: 5, 7, 9, 12, and 15 months. Two objects were used in all tasks. In the first three tasks, the experimenter "transformed" one object by reorienting, rotating, or removing it. In the remaining three tasks, one object was replaced by a substitute object whose features could be either similar to or different from the object replaced; the last two tasks in this group involved the disappearance of a moving object. Since subjects had to recognize objects despite spatio-temporal changes, each of the six tasks posed a specific object identity problem to the infant. Facing such problems, infants used different strategies at different ages. Combined comparative analyses of all responses revealed main trends in the development of the concept of object identity in the sensorimotor infant. Results indicated that the evolution of the identity concept between 5 and 15 months can be understood in terms of increasingly more complete criteria which allow the infant to understand that objects remain themselves despite changes they undergo. (In conclusion, theoretical implications of the findings are discussed.) (RH)

ED 231 600 RC 014 211

Malmberg, Steven Robert
A New Beginning: A Case Study of the Establishment of a Rural Community-Based Alternative High School, Emphasizing Basic Academic Skills, with a High Native American Minority Student Population. Volume I. An Occasional Paper Series.
Sault Sainte Marie Public Schools, Mich.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Adult Education; *American Indian Education; Basic Skills; Case Studies; *Delinquency; *Dropout Programs; Employment Potential; Individualized Instruction; Nonreservation American Indians; *Nontraditional Education; Nontraditional Students; Program Evaluation; Rewards; *Rural Areas; Secondary Education; Small Classes; Small Schools; Social Change; Statistical Distributions; Student Attitudes; Vocational Education
IDENTIFIERS- Chippewa (Tribe); *Sault Sainte Marie Alternative High School MI

The case study of the establishment of the rural community-based Sault Ste. Marie Area Public Schools' Alternative High School, emphasizing basic academic skills, and with a high Native American minority student population (16 years or older), shows that alienated youths, when given the opportunity and support, tend to show significant growth in academics and in social rehabilitation. Chapter I discusses demograhics of the service area, local efforts to produce change, formation of the Neighborhood Education Center, selection of a program site, and selection and referral. Chapter II contains the evaluation of the Alternative High School Program (1974-75): description of program objectives and evaluation criteria; and selection of evaluation models for program evaluation, needs assessment, program planning, and formative and summative evaluation. Chapter III examines various program results, i.e., services provided, recognition and exposure, student enrollment and disposition data, performance objective data, and conclusions and recommendations. The last chapter looks at the Alternative High School as a vehicle for educational and social change: factors influencing replication (individualized instruction, reward systems); conducive physical and human factors (low student-adult ratio, caring teachers, affective education, strong administrator); student and parent involvement in decision-making; vocationally oriented components, etc. Appendices list agencies and individuals who contributed to the program and a list of topics covered by "survival" classes; and data on students, staff, program costs, and test results.

ED 231 614 SE 041 618

Dessart, Donald J.; Suydam, Marilyn N.

Classroom Ideas from Research on Secondary School Mathematics. Part 1: Algebra. Part 2: Geometry.

National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-207-4
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (10 or more copies to same address earn 20% off list price $6.00 per copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Algebra; *Educational Research; *Geometry; Mathematics Curriculum; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research

This document extracts ideas from research on the teaching of algebra and geometry which might prove useful to secondary school teachers. Part I reviews research on algebra; it is divided into sections on classroom instructional practices, cognitive factors, attitudes and affective factors, problem solving, computers and calculators, and testing and prediction. Part 2 focuses on research on geometry, with sections on preceptions of geometry; structuring geometry courses; classroom instructional practices; student characteristics; logic, proof, and problem solving; technological impact; and testing and prediction. Technical details are minimal; particularly useful ideas are highlighted in boxes. A bibliography is included with each part. (MNS)

ED 231 630 SE 042 065

Sullivan, Peter; Clarkson, P., Ed.
Practical Aspects of Drug Calculations. Mathematics Education Centre. Report No. 24.
Papua New Guinea Univ. of Technology, Lae.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Clinical Experience; Foreign Countries; Higher Education; *Mathematical Applications; Mathematics Education; *Mathematics Skills; Nurses; *Nursing Education
IDENTIFIERS- *Drug Calculations; Medication; *New Guinea

Concern has been expressed in recent years about the accuracy of medication administered by nurses in Papua New Guinean hospitals. Attention has been focused on the calculation of the drug dosages. This paper discusses the processes involved in the administration of medication, and reports on a study to evaluate the competence of student nurses at both theoretical and practical aspects of drug administration. The study aimed: to examine the abilities of student nurses on calculating drug dosages by a paper/pencil test; to examine the abilities of student nurses in the practical administration of drug dosages; to determine the extent of the relationship between the two tests; and to investigate the extent and type of student errors in the tests. Results indicate that these students are experiencing little difficulty with the calculation of the dosages on paper, but there are additional errors apparent in practice. Therefore, it is argued that drug administration must be seen as an entire process, and should be taught and tested as such. This supports the argument that vocational mathematical skills must be taught in the context in which they are used if the students are to be able to apply their skills successfully in the real situation. (Author/JN)

ED 231 644 SE 042 095

Research on Cognition and Behavior Relevant to Education in Mathematics, Science, and Technology.

Federation of Behavioral, Psychological, and Cognitive Sciences and Technology.; National Science Foundation, Washington, DC. National Science Board Commission on Precollege Education in Mathematics, Science and Technology.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Abstract Reasoning; *Behavioral Science Research; *Cognitive Processes; Concept Formation; Educational Testing; Elementary Secondary Education; Higher Education; *Mathematics Education; Physics; Problem Solving; Programing; *Research Needs; *Science Education; Student Participation; *Technology
IDENTIFIERS- Mathematics Skills; *Misconceptions

This paper summarizes a report designed to provide the National Science Board Commission with information about recent advances in cognitive/behavioral science relevant to mathematics, science, and technology education, as well as prospective contributions from these fields if adequate levels of support are available. Following a summary statement, the report is organized into four sections: introduction; findings of recent research; research needs and opportunities; and structures for application and support. The first section focuses on two areas: problems of educational content (what to teach students so they can be effective in solving problems and reasoning about significant issues; what to teach about technology; and the role of basic mathematical and programming skills in the curriculum) and problems of increasing student participation in mathematics, science, and technology programs, and of increasing effective use of technological resources (including educational testing). Several examples (relating to physics text problems, arithmetic word problems, misconceptions, and others) are presented. Findings from recent research (section 2) and research needs (section 3) focus on the two major areas (content and participation problems) discussed in section 1. Conditions considered important for continued development and the use of scientific knowledge in cognitive/behavioral sciences relevant to mathematics/science/technology education are discussed in the last section. (JN)

ED 231 674 SO 013 952

Proceedings of the Annual Conference of the UNICEF Committee of Australia (8th, Melbourne, Australia, August 10, 1980). Topic: Development Education.
United Nations Children's Fund, Sydney (Australia).
PUB DATE- 10 Aug 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Adult Education; *Comparative Education; Educational Change; *Educational Development; Educational Improvement; Educational Needs; Elementary Secondary Education; Food; Foreign Countries; Higher Education; Hunger; Organizational Communication; Units of Study; World Problems
IDENTIFIERS- *Australia; *Development Education

The UNICEF Committee of Australia met in Melbourne (Australia) in August of 1980 to discuss development education. The first part of the proceedings contains the welcoming address, the opening address, and a list of papers delivered. The process, content, critique, and needs of development education are discussed in the first paper. The second paper contains a case study of a 12th grade teaching unit on the topic of the world food problem. A reaction paper is also included. Recommendations from group discussions, which investigated ways in which organizations and systems could further development education, and the summary address are included in the last part of the publication. Included among the recommendations are that development education be promoted as a curriculum perspective that is applicable to all subjects at all levels of education and that the power of the media be utilized to help package and sell such curricula. Commitment, cooperation, communication, and change are necessary. (RM)

ED 231 734 SO 014 974

Senn, Peter R.
How to Think About the New Instructional Technology and Social Science Education: Making Proper Distinctions. Draft Number 2.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Definitions; Elementary Secondary Education; *Evaluation Criteria; Flow Charts; *Instructional Development; *Microcomputers; Models; Programing; *Social Studies; Technological Advancement
IDENTIFIERS- Computer Uses in Education

A brief discussion of the need to define social studies is followed by methods for developing selection criteria for microcomputer programs in the social studies, a model for lesson development on a microcomputer, and evaluation criteria. The need for educators to carefully state what should be learned is emphasized in terms of controlling the implementation of computer programs in social studies education. An overriding criterion to software selection is forwarded: the method chosen to teach any subject should aim at teaching more (in terms of content) at lower cost. A 19-item checklist supplements this criterion. The model for developing a lesson on a microcomputer is neither machine-specific nor language-specific. The flow chart depicts processes and pretests, student tutorials, mastery tests, and a system for filing results for both teacher and student. Suggestions for software evaluation criteria focus on developing a checklist which contains a rating scale and comparing scores of program evaluations. The paper concludes that social science educators have little choice but to try to make sure that the new technology will be used properly. (KC)

ED 231 748 SO 014 988

Smith, Robert Irvine
Technological Change and Social Competence.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aesthetic Values; *Affective Objectives; Comparative Education; Critical Thinking; Curriculum Development; *Economic Climate; Educational Change; *Educational Objectives; Educational Trends; *Education Work Relationship; Foreign Countries; Moral Values; Social Studies; Social Values; *Student Needs; *Technological Advancement; Technological Literacy
IDENTIFIERS- Computer Uses in Education; Great Britain

Schools in Great Britain can respond to the current demands of industry, government, and technological advancement and at the same time maintain their own priorities: critical thinking, a concern for values, and access to noncommercial forms of cultural expression. Because of the economic crisis, schools are being urged to help produce a work force with the qualities and skills needed to make Britain competitive in a world of high technology. Economic survival has become a major goal and many educators, business people, and government officials call for a curriculum that would develop technological capability together with a cluster of attitudes and beliefs appropriate to an industrialized democracy. Educators are encouraged to employ new teaching aids (e.g., computers), develop new topics, and teach new skills. Current responses to these challenges include a project on technology and change at York University, collaboration between schools and industry, and experimental social education courses focusing on the role of information in a modern society. Related to these projects is the need to provide special training for educators. Yet, given adequate communication and regrouping of forces within education, the core curriculum can address both economic survival and individual well-being, capability and a critical spirit, skill and understanding, and social competence and moral autonomy. (KC)

ED 231 764 SP 022 424

Pehrsson, Robert S.; Mook, John E.
Internalization of Inservice Training.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Change; *Curriculum Development; Elementary Education; *Inservice Teacher Education; Learning Processes; Needs Assessment; *Participative Decision Making; Program Development; Teacher Attitudes; Teacher Behavior; Teacher Educators; *Teacher Motivation; *Teacher Participation; Teaching Methods; Writing Instruction

An inservice program was developed for elementary school teachers who requested help because of their students' apparent lack of written language abilities. Preliminary planning, involving the teachers (trainees) working with a trainer, determined a way in which student learning needs could be related to teacher training needs. The inservice program was built on the concept that pupils can be the original source for determining the content of training. The program involved the development of a writing curriculum by the trainees, with encouragement and help from the trainer, based upon their actual teaching. Trainees also worked directly with students in developing the curriculum. As a result of the important process of trial and error, the teachers had a product which they were able to use after the program was completed. Even more important, they had learned a process which they could generalize to every area of teaching and curriculum development. The trainees developed an attitude which recognized that they were not the only teachers involved in the process, but that their students were helping them to learn as well. (JD)

ED 231 795 SP 022 667

Lasley, Kevin R.
The Effect of Group Participation in a Recreation Program on Perceptual-Motor Skills and Interpersonal Values of Potentially Delinquent Boys.
PUB DATE- 25 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTIONS- *Adolescents; Attitude Change; Delinquency Prevention; Disadvantaged Youth; Group Dynamics; *Interpersonal Competence; *Males; *Perceptual Motor Learning; *Physical Recreation Programs; Secondary Education; *Values

Effects of group participation in a recreation program emphasizing perceptual motor skills and interpersonal values of potentially delinquent boys were examined and compared to the same effects in a group of normal boys participating in a separate but similar program. The boys ranged in age from 12 to 18 years. Perceptual motor skills measured were balance (forward, backward, and side ways), jumping, abdominal strength, and neuromuscular differentiation. Interpersonal values were measured by the relative importance placed on support, conformity, recognition, independence, benevolence, and leadership. The boys reported on the number of days they participated in their programs and on the predominant activities they were involved with. This information, combined with observations, provided a daily activity record for each participant. It was found that, generally, group participation in the summer recreation program did not significantly affect measures of perceptual motor skills and interpersonal values of potentially delinquent boys. There was no significant difference found between delinquent and normal boys before or after participation. There was also no significant difference between the groups in follow up tests. It was concluded the amount of participation produced no significant differences between the groups. (JD)

ED 231 811 SP 022 703

Bandy, Susan J.
Reformist and Feminist Views of Sport in the Early Twentieth Century.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Athletes; *Attitude Change; *Attitudes; Competition; *Females; *Feminism; Males; Physical Characteristics; Physical Education Teachers; Sex Bias; *Sex Differences; Sex Role; Sex Stereotypes; *Womens Athletics

This paper examines the development of women's sports during the first three decades of the 20th century and compares it with the development of the women's movement during the same period. In so doing, the paper focuses on the views of female physical educators and female athletes and on their participation in sport. These views and the relationship of these views are then compared to the views of women and of their participation in society held by two groups involved in the women's movement, feminists and reformers. It is argued that, within both movements, both groups of women held different and diametrically opposed views of women and their participation in sport and society. It is concluded that, in both movements, a schism developed between the two groups which held diametrically opposed conceptions of women and their rights. It is also concluded that the lack of unity within each group is responsible, in large measure, for the approximate 40 year period of acquiescence experienced by both the women's sports movement and the women's movement. (Author/JMK)

ED 231 856 TM 830 387

Preskill, Stephen

The Role of Historical Explanation in Program Evaluation.

PUB DATE- 28 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Objectives; *History; *Humanism; *Interaction; *Program Evaluation; Research Methodology; *Social Science Research
IDENTIFIERS- *Historical Explanation; *Historical Methods

This paper advances a humanistic and literary view of history which has important implications for those doing educational evaluation in naturalistic settings. It stresses the particularity of historical events and the importance of investigating history from the perspective of the individual actors involved. It emphasizes being sensitive to history's complexity and understanding historical events from as many different viewpoints as possible. It furthermore espouses the view that history is essentially a story that is told in ordinary, everyday language. And that it should endeavor to convey the richness of human experience, while jarring the reader into new understandings of his contemporary perspective of the world. (Author)

ED 231 572 RC 014 177

Bokemeier, Janet L.; Maurer, Richard C.
Kentucky Families in the '80s: A Survey Summary Report.
Kentucky Univ., Lexington. Dept. of Sociology.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- *Community Satisfaction; Decision Making; Family Involvement; *Family Life; *Family Relationship; *Life Satisfaction; Marital Status; Marriage; *Rural Family; Sex Role
IDENTIFIERS- *Kentucky; *Marital Satisfaction

In the spring of 1981, two questionnaires (one for the adult male and one for the adult female) were mailed to households (randomly selected from voter registration lists) in nonmetropolitan counties throughout Kentucky to examine their satisfaction with their communities and personal situations, family interaction, and marital quality. A total of 2,818 persons completed the questionnaires, representing 61% of the total possible respondents. The survey indicated that Kentuckians were quite satisfied with their marriages, family lives, and communities. The majority of Kentucky adults often participated in joint marital acitvities and seldom disagreed on important issues in living. Likewise, rural Kentucky men and women reported high levels of satisfaction with their marriages and family life. More than 70% of both men and women indicated that they were very satisfied with their marriages, and 65% were very satisfied with their family life. Husbands and wives generally agreed on the division of family jobs and family decisions. Children were very much involved in family decisions. Marital quality of Kentucky couples, based on joint participation in activities and agreement on important issues, was high. This suggested that participation in joint activities was important and had positive consequences for marital relationships. (NQA)

ED 231 660 SE 042 198

Capehart, Ernestine
Raleigh County Remedial Laboratory: Mathematics. Draft.
Raleigh County Schools, Beckley, W. Va.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Needs Assessment; Program Descriptions; Program Development; *Program Implementation; *Remedial Instruction; *Remedial Mathematics; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research

A project was conducted to develop a program of effective remediation in mathematics for the adolescent learner using the laboratory approach. The project addressed: (1) material development and equipment/supply selection for use within the laboratory which would address individual/small group needs; (2) identification of specific needs of individual students and development/implementation of a specific program for addressing those needs; (3) establishment of an evaluation system assessing effects of the laboratory on the individual and school program, and its relationship to students and teachers; and (4) identification of variations, additions, and improvements to insure continuation of the laboratory and strengthen the model for use by other schools and/or educational agencies developing programs for improving mathematics achievement. Reported in this document is the design, development, and implementation of the remedial mathematics laboratory. Included are discussions of a needs assessment, project objectives, the site selected, selection of the laboratory teacher and materials, and implementation efforts. Supporting documentation is presented in 11 appendices. These include West Virginia Board of Education's Basic Skills Resolution; data on 1981-82 mathematics classes; a list of materials/equipment; a mathematics assessment instrument; a sample student diagnostic record; a student prescription form; log sheets; a graphic representation of student scores; student treatment and mastery charts; graphics of the research design; and news releases. (JN)

ED 231 780 SP 022 483

Buell, Charles E.

Physical Education and Recreation for the Visually Handicapped. Revised Edition.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
REPORT NO.- ISBN-0-88314-139-6
PUB DATE- 82
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance, P. O. Box 704, Waldorf, MD 20601 ($6.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adapted Physical Education; Annotated Bibliographies; Athletic Equipment; Athletics; *Blindness, Elementary Secondary Education; Federal Legislation; Mainstreaming; Mobility Aids; *Physical Activities; Physical Fitness; *Recreational Activities; *Visual Impairments; *Visually Handicapped Mobility

Part I of this book on physical education for the visually handicapped deals with what physical educators and recreation specialists should know about blindness. Examples are given of athletic accomplishments of visually impaired or sightless athletes. Prevailing misconceptions and attitudes about blindness are discussed, and the importance of positive attitudes on the part of the family as well as of the teacher are emphasized. It is pointed out that the abilities, not the disabilities, of blind persons are the bases for building suitable athletic programs. Federal mandates on opportunities for the handicapped are outlined and clarified. Facts about blindness are presented including definitions of blindness, causes of blindness, and available aids for the blind and visually impaired. In part II, activities for visually handicapped children are discussed. Included in this presentation are suggestions on evaluation and physical fitness, special equipment and teaching methods, activity programs, national sports organizations for the blind, and recreational opportunities for the visually handicapped. A selected annotated bibliography is included in the third part. (JD)

ED 231 826 SP 022 740

Bell, T. H.

Speech presented by T. H. Bell, U.S. Secretary of Education, at the Conference on Entrepreneurship Education (Arlington, Virginia, January 27, 1982).

Department of Education, Washington, DC. Office of the Secretary.

PUB DATE- 27 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Business; Capitalism; *Educational Cooperation; *Educational Needs; Educational Responsibility; Elementary Secondary Education; *Entrepreneurship; Federal Government; *Government Role; School Business Relationship

The federal role in the teaching of entrepreneurship skills development in the public schools is one of advocacy and leadership and one that will assist states and local education agencies to infuse and include entrepreneurship skills training into broad occupational program areas, career awareness, general training, and specific skills training. Besides exposing students to the history of underlying ideas and principles of the free enterprise system and entrepreneurship, it is vitally important to teach them specific entrepreneurial skills, such as self-organization. Other overlooked sources of entrepreneurial skills are books that have influenced the growth and development of the American economic system. The success of entrepreneurship and new ventures rests both on the general health of the economy and the nation's broader social climate. Important to successful entrepreneurship are the various levels of government favor or disfavor and a cooperative spirit between educational establishments and the needs of business entrepreneurs. Dramatic contributions have been made by the nation's entrepreneur high-technology companies, and the administration in turn has begun to respond by encouraging a substantial upgrading of mathematics and science instruction through block grants to the states. (JMK)

ED 231 841 TM 830 288

Ferber, Ellen; Ellison, JoAnne
Guidelines for Conducting Survey Research In-House: A Case Study.
Rosemount Independent School District 196, Minn.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Attitudes; Educational Improvement; Educational Planning; Elementary Secondary Education; Public Opinion; Questionnaires; Research Methodology; *School Districts; *School Effectiveness; *Surveys
IDENTIFIERS- *Independent School District 196 MN; *Telephone Surveys

During the first 8 months of 1982, Independent School District 196 (Rosemount, Minnesota) planned, implemented, and reported on a telephone survey of the district's population to help schools develop the strategies, tactics, and vision necessary in an information society. With the exception of data processing, the survey was handled by district staff members and 25 volunteers, and a community advisor committee of citizens, staff, and students. When the survey was conducted, there were 12,800 kindergarten-grade 12 classes in 15 district schools, and 47,000 people living within the district boundaries. The telephone survey of a random sample of adult residents (within given financial and time constraints) examined community attitudes about the educational system. The survey information package includes the guidelines discussing planning, development, and implementation of the survey; a "Plan for District 196 Survey," outlining procedures; a flyer, "What the Respondent Might Like to Know about This Study"; a sample copy of the survey; and the August 1982 issue of "Spotlight," which presents the survey results showing community support of district schools. (CM)

ED 231 543 PS 013 757

McCabe, Allyssa; Peterson, Carole
Developing Comprehension vs. Production of "Because" and "So."
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comprehension; *Concept Formation; Performance Factors; Research Methodology; Research Problems; *Verbal Ability; *Young Children
IDENTIFIERS- *Causal Inferences; *Connectives (Grammar)

A series of studies evaluated methodological issues in the investigation of children's developing comprehension and production of the words "because" and "so." The familiarity of task materials and their relevance to 4-, 6-, and 8-year-old children's experience were the focus of the first study. For the second study, involving the subjects of the first experiment, a totally verbal corollary of Kun's (1968) methodology for measuring children's understanding of causality was employed. Children were told a short story about causally related events in which a cause-and-effect relationship was embedded in the context of four events. An additional focus was the comparison of psychological and physical causality. The third experiment explored the possibility that problems in 4- and 5-year-old children's performance were due to noncomprehension of the experimenter's "language game." Subjects were provided with prolonged practice and feedback in the production of "because" sentences. In an extensive fourth study, 4- through 9-year-old children's production of sentences using "because" or "so" was assessed. Subjects produced such sentences in the context of narrating events they had experienced. On the basis of the series of studies, it was concluded that tasks dramatically determined the picture of children's competence produced by researchers. (RH)

ED 231 558 RC 014 076

Kruse, Babs
Thinking About Sounds: An Introduction to Language Learning. Arapaho Language--Student Workbook.
Wyoming Indian High School, Ethete.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Acoustic Phonetics; American Indian Languages; *Animals; *Language Acquisition; Learning Activities; *Listening; Secondary Education; *Speech; Supplementary Reading Materials; Tests; Workbooks
IDENTIFIERS- Arapaho (Language); *Birds; *Human Sounds

Part of a series on Arapaho Language, the student workbook introduces sounds and their relationship to language learning. The workbook presents explanations of sounds made by mammals, birds, and amphibians; vibrations made by vocal cords; the use of the tongue or shape of the mouth to make sounds; and human speech sounds. Exercises in speech and questions pertaining to the reading accompany each section. Exercises include related speech sounds in languages such as Arapaho, Shoshone, and French; the "th" sounds; and a 5-item unit test. Twelve unit activities are provided in reference to thinking about sounds. (ERB)

ED 231 587 RC 014 193

Hanson, Winona DuBray
The Urban Indian.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Adjustment (to Environment); American Indian Culture; Case Studies; *Counseling Techniques; *Culture Conflict; Females; *Older Adults; Postsecondary Education; Psychotherapy; Role Conflict; *Role Perception; Sexuality; Social Development; Supplementary Reading Materials; *Urban American Indians; Urban Areas

The document presents six articles that provide a glimpse of the uniqueness of American Indian cultural conflict, focusing on aspects of the culture which warrant special attention. Since there are over 100 tribes, an effort was made to enumerate commonalities amongst the tribal cultures in looking at issues raised in the urban areas throughout the United States. The first article is a case example in social work pertaining to social development of urban Indians. The next article provides suggested techniques in grief counseling for Native Americans. The third article looks at the role Native Americans (spiritual leaders, medicine men) have in psychotherapy. The fourth article provides a brief history of the American Indian woman's role from early times to today, and then presents various roles urban American Indian women play today. The fifth article addresses sexuality and American Indians; example topics are rape, homosexuality, and sexual oppression. The last article discusses the plight of the Indian elderly in the urban areas in reference to their needs, the role of the Indian elderly, mental impairment, understanding the elderly, and the Older Americans Act. (ERB)

ED 231 705 SO 014 741

Peretz, Don

Reporting Lebanon the Christian Way: The Media in the United States on Lebanon: Part I, A Media Source Guide, Issues for the '80s.

Council on International and Public Affairs, New York, N.Y.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G00-80-01865
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Arabs; *Bias; Headlines; Human Resources; Jews; Journalism; *Mass Media Effects; *Middle Eastern History; Middle Eastern Studies; News Media; Newspapers; *News Reporting; Public Opinion; Television
IDENTIFIERS- *Lebanon

This guide is intended to provide journalists with a critical analysis of U.S. media coverage of Lebanon and the underlying issues which make it such a difficult story to cover. It is one of a series of guides treating topics of concern to the U.S. media. The major portion of the guide contains an article, "Reporting Lebanon the Christian Way," in which specific examples of oversimplification, misinformation, and biased selectivity on the part of the media in their coverage of the missile crisis in Lebanon during 1981 are described. For example, during this period most of the media featured news that inevitably led to the conclusion that the crisis was just another battle by Israel and the West against international Soviet instigated terrorism. The guide also contains annotated listings of universities and research centers and nonacademic information sources on the Middle East. The names and addresses of U.S.-based scholars informed about Lebanon are also provided. (RM)

ED 231 720 SO 014 887

Donegan, Robert; And Others
Law and Me: A Resource Guide for Social Studies Teachers in Milwaukee Public Middle Schools.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civil Liberties; *Civil Rights; *Court Litigation; *Crime; Delinquency; Junior High Schools; Learning Activities; *Legal Education; *Legislation; Middle Schools; Social Studies; Units of Study

Five units on legal education for junior high school social studies courses in Milwaukee schools are presented. Unit 1 focuses on the nature of law in a democratic society. Hypothetical situations examine the formation of society and laws, the pervasive nature of law in everyday life, the protection of air quality, consumer protection, the Bill of Rights, and landmark civil rights cases. Unit 2 consists solely of transparency masters which outline the structure of the American legal system. Charts trace a bill through the legislative process and outline pretrial and trial procedures. In Unit 3, students make value judgments about hypothetical situations, examine the magnitude of juvenile crime in Milwaukee and Wisconsin and the public and private costs of shoplifting, and participate in a "You Are the Judge" activity concerning juvenile violations. In Unit 4, students compile data from local newspapers on types of crimes committed and draw conclusions from several charts reprinted from the annual report of the Milwaukee police department. Unit 5 summarizes the major points of the four preceding units. Background readings for teachers outline the need for law in society, how the law develops and works, the Bill of Rights, and individual civil liberties. A chart identifying subject areas in which legal concepts can be incorporated is included. (KC)

ED 231 873 TM 830 464

Weslander, Darrell
English as a Second Language for Southeast Asian Students: Report of Evaluation. 1981-82.
Des Moines Public Schools, Iowa.
PUB DATE- 21 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Asian Americans; Budgets; Cambodians; Elementary Secondary Education; *English (Second Language); Expenditures; Korean Americans; *Language Skills; Laotians; *Program Evaluation; Research Problems; School Districts; Student Characteristics; Vietnamese People
IDENTIFIERS- Bilingual Syntax Measure; *Des Moines Public Schools IA

This descriptive report summarizes data on students enrolled in the Des Moines Independent Community School District's English as a Second Language (ESL) program for Southeast Asian students. By law the district is required to provide special English instruction for students who have a limited command of English. Goals of the ESL program include: (1) providing students with the English language skills appropriate to their grade level, and (2) helping students succeed in academic as well as vocational subject areas. The report includes a program description, the evaluation plan, ESL budget information, descriptive statistics on 588 ESL students in grades 2 through 10, and research considerations concerning the relationships between learning English and various background variables. Appendices include data gathering forms; a narrative of the history and culture of the seven ethnic groups represented by Southeast Asian immigrants in Des Moines; a summary of the Bilingual Syntax Measure, a test of oral English; and a section of the Iowa Code relating to ESL programs. Findings summarized at the end of the report include data on average time spent in class, ethnic distribution of ESL students, school attendance rates, and length of time enrolled in Des Moines schools. (LC)

ED 231 903 UD 022 848

Triandis, Harry C.; Hui, C. Harry
Locus of Control in Hispanic and Mainstream Samples. Interim Technical Report.
Illinois Univ., Urbana. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.
REPORT NO.- ONR-25
PUB DATE- Dec 82
CONTRACT- N-00014-80-C-0407
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Comparative Analysis; *Hispanic Americans; *Locus of Control; *Military Personnel; *Predictor Variables; Racial Differences; *Whites; Young Adults
IDENTIFIERS- National Longitudinal Surveys

Data from the National Longitudinal Surveys of 1979 and 1980 were analyzed: (1) to determine whether the meaning of locus of control differed among different groups (Hispanics versus whites, males versus females, those with low versus those with high socioeconomic status, and civilians versus those in the military); (2) to examine relationships between locus of control and age, parents' education, religious attendance, job satisfaction, educational attainment, and self esteem; and (3) to examine locus of control among comparable groups. Civilian groups were found to have similar views of locus of control, while military groups viewed locus of control differently from civilians. Among civilians, externality was negatively correlated with age and parents' education, while internality was associated with self esteem. Externality and job satisfaction were positively correlated among military subjects and negatively correlated among civilians. Supportive of previous findings from research on navy recruits, this study, which involved a national sample of civilian and military subjects, found no difference in locus of control between whites and Hispanics. (MJL)

ED 231 918 UD 022 871

Cochran, Effie Papatzikou; Cotayo, Armando

Louis D. Brandeis High School. Demonstration Bilingual Enrichment College Preparatory Program. O.E.E. Evaluation Report, 1981-1982.

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Curriculum Enrichment; Educational Counseling; English (Second Language); *Enrichment Activities; *Gifted; High Schools; Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Program Evaluation; Public Schools; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking

IDENTIFIERS- New York City Board of Education

The Demonstration Bilingual Enrichment College Preparatory Program at Louis D. Brandeis High School in New York City is designed to address the needs of the "academically more able" student with limited English proficiency. The program supplements the school's existing services for 120 Spanish-dominant students, and offers instructional programs in cultural activities, special mathematics and English courses geared to college entrance examinations, and college advisement. An evaluation of the program's first year, based on student achievement in English language development and growth in their mastery of their native language, mathematics, social studies, and science, shows that (1) students mastered 1.3 objectives per month of instruction in English as a second language, but fell short of the program objective of 1.5 per month; (2) students made statistically and educationally significant gains in reading; (3) most of the students passed teacher-made examinations in mathematics in courses taught in both English and Spanish; (4) all 29 students who took Spanish language courses passed; (5) the majority of students who took teacher-made tests on science courses in English and Spanish passed; (6) the program objective for social studies was maintained; and (7) the program students' attendance surpassed the school-wide attendance average. Recommendations for further improvement of the program are included in the evaluation. (AOS)

ED 231 513 PS 013 591

Miyake, Kazuo, Ed.; Zehler, Annette M.
Research and Clinical Center for Child Development, Annual Report, 1981-1982.
Hokkaido Univ., Sapporo (Japan). Faculty of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- *Affective Behavior; *Altruism; Attachment Behavior; *Cognitive Ability; Cognitive Development; Emotional Development; Foreign Countries; Group Dynamics; Group Experience; Infant Behavior; Infants; Models; *Parent Child Relationship; *Peer Relationship; *Personality; Sex Differences; Social Cognition; Socialization; Stranger Reactions; Theories; Young Children
IDENTIFIERS- Facial Expressions; Japan; Piagetian Theory; Social Interaction; Vygotsky (Lev S)

This document consists of four research reports and one research note focusing on several aspects of the cognitive and emotional development of young children. The first article explores two theories of the relationship between cognition and emotion, reporting on an investigation of that relationship in a simple learning task involving 60 Japanese infants under 7 months of age. The second article presents results of a longitudinal study of 29 firstborn Japanese infants growing up in urban middle-class nuclear families. Infants followed from birth through 23 months were observed in a standard Ainsworth strange situation; their behaviors in other situations were also analyzed. The third article proposes a conceptual model of the process by which children acquire knowledge through peer interaction in daily situations. The fourth article reports a study, of 4- to 6-year-old Japanese children, designed to test the hypothesis that information about social-cognitive ability and person orientation is required to predict whether or not children will show altruistic behavior in natural situations. Finally, the research note reports a study investigating 1- to 6-year-old Japanese children's ability to discriminate images of themselves from those of other people. (RH)

ED 231 528 PS 013 735

U.S. Children and Their Families: Current Conditions and Recent Trends. A Report together with Additional Views of the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Children; Demography; Family Attitudes; *Family Characteristics; Family Health; Family Income; *Family Problems; Family Programs; *Federal Programs; Hearings; National Norms; Tables (Data)

IDENTIFIERS- Congress 98th; United States

Changes that have recently taken place in the composition of the American family and the circumstances in which children and youth are now growing up are highlighted in this Congressional report. While this compilation of approximately 64 tables of data is not intended to be comprehensive, nor does it use every statistical series available, it does include data for which there are reasonably reliable national measures. Several tables are provided in each of the following seven categories: population, family environment, income, education, health and health-related behavior, behavior and attitudes, and selected government programs affecting children. Brief statements by two of the members of the Select Committee on Children, Youth, and Families are appended. (RH)

ED 231 615 SE 041 619

The Impact of Laws on Metric Conversion. A Survey of Selected Large U.S. Corporations. Final Report.

Newman & Hermanson Co., Washington, DC.

SPONS. AGENCY- United States Metric Board, Arlington, VA.

PUB DATE- Feb 82

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Business; *Compliance (Legal); Educational Research; Federal Legislation; *Industry; *Laws; Local Legislation; *Measurement; *Metric System; State Legislation; Surveys

This study was conducted to determine the extent to which a sample of 51 Fortune 1000 firms perceive that legal impediments to metric conversion exist. The seven major findings were: (1) laws and regulations are not meaningful impediments to metric conversion, but certain ones must be considered in the planning process; (2) the laws of concern are evenly divided between federal and state/local levels; (3) no meaningful correlation exists between a company's metric planning and its perceptions of legal impediments; (4) surveyed firms had not been involved in lobbying; (5) most firms would support efforts by industry to change the perception of legal impediments; (6) the two areas of greatest concern are antitrust laws and building codes; and (7) a number of firms have had excellent experiences in removing the perceptions and in some cases the actual impediments to metric conversion. In other sections of the report, background and methodology are described, and analysis by aggregate and by industrial group is included. Appendices provide additional analyses and the survey instrument. (MNS)

Showalter, V.; Sutton, C.
Glossary of Terms Used in Science and Technology Education. Science and Technology Education Document Series Number 1.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ED-81/WS/68
PUB DATE- Jun 81
AVAILABLE FROM- UNESCO, Division of Science, Technical and Vocational Education, 7, Place de Fontenoy, 75007 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Definitions; Science Course Improvement Projects; *Science Education; Sciences; *Teaching Methods; *Technical Education; Technology; *Vocabulary

Provided in this glossary is an alphabetical list of approximately 300 terms used in science and technical education. The definition or meaning of each term as it is commonly used in these fields is included. The purpose of the glossary is to promote more complete and precise communication between science/technical education specialists and laymen, and among the specialists themselves. In addition, the meanings of approximately 70 abbreviations (acronymns) of scientific/technical organizations and curriculum projects are provided. (JN)

ED 231 675 SO 014 220

Askalani, Mohamed; Thompson, Paul

Report from the National Specialized Center Computer Assisted Instruction in Economics.

PUB DATE- 15 Oct 81

LANGUAGE- English

EDRS Price MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Programs; *Economics Education; Educational Trends; Elementary Secondary Education; Higher Education; Information Sources; State of the Art Reviews

Computer assisted Instruction (CAI) in economics can comprise one possible strategy for enhancing the instructional environment in economics at all levels. Currently, about 90% of the school districts in the United States are using a computer. Over half, 54%, of these districts are using the computer as an instructional tool. Less than 13% of the schools use CAI in the social sciences. While no data are available, it is evident that the percentage of schools using CAI for teaching economics is a far smaller figure. The speed with which the computer assumes a new role in economics instruction depends on cost of equipment, teacher acceptance of this new instructional tool, and the availability of high quality software. The Mankato State University Center for Economic Education has been designated by the Joint Council on Economic Education as the National Specialized Center for Computer Assisted Instruction. To provide assistance to others, the Center has collected computer assisted programs in economics. An annotated listing of these programs and an extensive bibliography of the literature concerning the use of the computer in teaching economics are included in this paper. (RM)

ED 231 691 SO 014 708

Grove, Cornelius Lee; Hansel, Bettina
Two Doctoral Dissertations concerning the International Exchange of Secondary Students: Reviews and Critiques. AFS Occasional Papers in Intercultural Learning, No. 2.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Nov 82
AVAILABLE FROM- AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- *Adjustment (to Environment); Case Studies; *Culture Conflict; Doctoral Dissertations; Educational Research; High School Students; *International Educational Exchange; Literature Reviews; Research Problems; Secondary Education; *Student Exchange Programs; Study Abroad; *Success
IDENTIFIERS- *Host Nation Programs

Two doctoral dissertations (one a case study and the other, quantitative research) which examine the experience of secondary school international exchange students are reviewed. The first, "Case Study of a Latin American Sojourner: Crossing Hard Times," by Nancy B. King (Wayne State University, 1981) documents the difficult relationship of a Brazilian student with an unprepared and sometimes hostile host family in the United States and with an unprepared advisor. As a result of his negative experiences, the student became depressed, angry, and manipulative. Making placement arrangements well in advance and requiring sponsors to contact students and host families periodically could have averted this unfortunate situation. The second dissertation, "Defining and Predicting Overseas Effectiveness for Adolescent Exchange Students," by Robbins S. Hopkins (University of Massachusetts, 1982) sampled 209 exchange students and their host families. Prior to their experiences, students were given the Loevinger Sentence Completion Test (LSCT) as a measure of personality development. Post-experience questionnaires were administered to students, families, and exchange personnel. Problems with the study concern the inability to explain differences between successful and unsuccessful exchange students by the multiple regression model. The major contribution is the introduction of the LSCT as a possible predictor of overseas success. (KC)

ED 231 735 SO 014 975

Hepburn, Mary
The New Information Technology: Critical Questions for Social Science Educators. Revised.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy; *Educational Change; *Educational Needs; Educational Technology; Educational Trends; Elementary Secondary Education; Experimental Curriculum; Learning Theories; Microcomputers; Research Needs; *Social Change; Social Sciences; *Social Studies; Teacher Role; *Technological Advancement
IDENTIFIERS- Computer Uses in Education

The role of social scientists and educators in the information revolution is to monitor the social, political, and economic consequences of increased use of technology and to research affective, cognitive, and social outcomes. Six issues provide a focus for addressing the impact of these changes. (1) An assessment of how the technological revolution will change education should consider creative uses of computers and avoid personal isolation and the "homogenization" of childhood. (2) Equal access regardless of economic status has been identified as the single most important issue of information technology in schools; currently, computers provide an information resource for upper and middle class homes and financially able school districts. (3) Research is required to ascertain how learning processes are affected as the new technology becomes integral to classroom instruction. (4) Objectives for redesigning content, materials, and strategies of social studies education need to be set in a theoretical context. (5) The extent to which students and teachers will be educated to use computers depends on a consistent definition of computer literacy. (6) Electronic learning can promote humanistic and democratic attitudes if programmed properly and used in an interactive manner. Such a review of the changing information technology will require work with business, research, and technical personnel while maintaining a critical and evaluative distance. (KC)

ED 231 765 SP 022 428

Britt, John F.
Teaching-Learning Revision.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Classification; *Educational Psychology; Education Courses; *Experiential Learning; Group Dynamics; Higher Education; Identification (Psychology); *Learning Experience; Preservice Teacher Education; Student Participation; Teaching Experience
IDENTIFIERS- *Experiential Taxonomy (Steinaker and Bell)

Traditionally, educational psychology has been a content-oriented course covering methodology, measurement, and learning theories. Recently, however, those in teacher education have been required to add a large clinical and field component to the course. An experiential taxonomy developed by Norman Steinaker and Robert Bell is flexible enough to include both components. This cyclical taxonomy is comprised of five stages: exposure, participation, identification, internalization, and dissemination. In this paper, use of the experiential taxonomy in an educational psychology class is detailed. Examples are given of the taxonomy's application with poetry, song, group discussions, personal experiences, and teaching models. Each of the stages is explained and analogies are used to illustrate each level. Key learning principles to be found in each of the stages are noted. Developmental stages and roles of teachers, learners, and evaluators who use the taxonomy are also discussed. (CJ)

ED 231 796 SP 022 670

Dennis, Kate
Why, How To, and This & That from Howell School.
Box Elder County School District, UT.
PUB DATE- 80
AVAILABLE FROM- Box Elder County School District, 280 W. 2nd St., Brigham City, UT 84302 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavior Modification; *Class Activities; *Classroom Techniques; Elementary Education; Group Dynamics; *Individualized Instruction; *Performance Contracts; Positive Reinforcement; Self Concept; Student Motivation; Teacher Developed Materials
IDENTIFIERS- Howell Elementary School UT

This curriculum package is based upon the use of contracts which allow the student to make some choices and receive immediate, positive reinforcement. Mathematics and language arts are individualized using teacher-made and commercial materials. Activities described present social science, science, health, music, language arts, and safety to students, with opportunities for group interaction. Interest centers, group interaction discussions, and student government are a part of this individualized program, with emphasis on self control and concern for others. Section I discusses ego development and self discipline and describes group therapy and reality therapy sessions. Basic elements of individualized instruction are discussed with suggestions on drawing up individual performance contracts and identifying main concepts that need to be learned in specific subjects. Teacher enthusiasm is emphasized. The second section is devoted to suggestions on how to develop student self control and how to individualize instruction. The final section provides guidance on class activities, parent conferences, special projects, and physical fitness activities. Sample charts for the daily use of the teacher in overseeing, guiding, and evaluating student progress are included. (JD)

ED 231 812 SP 022 704

Chandler, Jean; And Others

Parents as Teachers: Observations of Low-Income Parents and Children in a Homework-Like Task.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0086
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Cultural Differences; Elementary Education; Elementary School Students; Homework; *Literacy; *Low Income Groups; Parent Attitudes; *Parent Student Relationship; Positive Reinforcement; *Questioning Techniques; Teacher Attitudes; *Teaching Styles

A study tested the generally accepted theory that low income children fail to achieve adequate levels of literacy because there is a vast discontinuity between home and school in the functions of literacy, language, and the nature of typical teaching/learning experiences. Thirty-two elementary school children were studied.

Parents and teachers of the children were interviewed, and one observation was made of a parent helping a child in an assignment at home. This assignment involved filling out an hourly log-sheet of the child's activities on a specific day. Interaction between the child and the helping parent was noted. Analysis of observation data led to the conclusion that parent child interaction over a homework-like task is very similar to dyadic interaction between a teacher and child in school, and the implicit theories of teaching and learning held by parents and teachers are very much the same. Results indicate that discontinuity between home and school cannot fully explain all of the problems low income children have in acquiring literacy. (JD)

ED 231 857 TM 830 403

Stake, Bernadine Evans; And Others
The Use of Surveys in a Responsive Evaluation: Evaluation of a National Sex Equity Demonstration Project.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Attitudes; *Demonstration Programs; Elementary Secondary Education; *Evaluation Methods; *Formative Evaluation; Item Sampling; Responses; *Sex Fairness; Student Attitudes; *Surveys; Teacher Attitudes
IDENTIFIERS- Broward County Public Schools FL; Responsive Evaluation

During the last 2 years (1980-82), selected schools in the Broward County School District in Florida participated in the National Sex Equity Demonstration Project (NSEDP) to create a model for demonstration of curricular materials, educational practices, and program arrangements that feature gender-fair instruction and associated educational activities. Most activities were directed at staff development for teachers and administrators. The Center for Instructional Research and Curriculum Evaluation (CIRCE) at the University of Illinois provided internal evaluation of the Broward County project with a formative, responsive, naturalistic evaluation design with multiple methods of data gathering, particularly observation, interviews, and document reviews. Perception survey responses by students, teachers, principals, and others were also used to describe the social context and impact of the program. Item sampling was used to reduce the time needed from each respondent. The perception surveys examined: (1) the importance of the discrimination problem; (2) what educators should be doing; (3) teacher readiness to pursue equity; (4) local educators' present efforts; and (5) what had been accomplished. First and second year findings in project and nonproject schools are discussed. (CM)

ED 231 889 UD 022 820

Pai, Young
When Is a Difference Not a Difference?
PUB DATE- 23 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; *Adjustment (to Environment); Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Democratic Values; Elementary Secondary Education; Ethnic Discrimination; Ethnicity; *Ethnocentrism; *Interpersonal Relationship; Multicultural Education

The new pluralism in a democratic society requires that cultural differences be regarded as differences rather than deficits; however, this view of cultural pluralism does not mean that the notion of cultural differences should be carried to such an extreme as to become separatist in orientation. Cultural differences represent various societies' unique ways of coping in particular contexts, and it is not appropriate to judge the way others live by the standards of one's own culture. On the other hand, one should not conclude that particular beliefs and behavior patterns that work well in one cultural setting will necessarily be effective in another setting. Tenacious adherence to one's traditional cultural practices in a radically different context is maladaptive and self defeating. Thus, immigrants to America should be helped to understand that pride in their cultural heritage does not entail preserving all their cultural practices at all costs, and that living in a democracy does not justify, in the name of cultural pluralism, adherence to cultural norms that infringe on the rights of others. In a culturally diverse society, individuals can cope best by reconciling two or more cultural systems through modification of both. (MJL)

ED 231 559 RC 014 077

Kruse, Babs

Arapaho Alphabet: Arapaho Language #3. Arapaho Language--Student Workbook.

Wyoming Indian High School, Ethete.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *American Indian History; *American Indian Languages; Consonants; Learning Activities; *Native Language Instruction; *Phonetics; *Reading; Secondary Education; *Second Language Instruction; *Spelling; Supplementary Reading Materials; Syllables; Vowels; Word Lists; Workbooks

IDENTIFIERS- *Arapaho (Language)

Third in the series on Arapaho language, the student workbook presents a history of American Indian languages and introduces the Arapaho language. The history section includes an outline of North American Indian language families (Algonquian, Athabaskan, Iroquoian, Siouan, Uto-Aztecan); a brief summary of the study of American Indian languages; and five learning activities pertaining to Indian languages. The Arapaho language is introduced by briefly accounting the efforts made to convert the "unwritten" Arapaho language into a written language consisting of 16 symbols. Lessons pertaining to the Arapaho alphabet include pronunciation of vowels and consonants, syllables, transcribing English words using the Arapaho alphabet, spelling, the use of accent marks, and practice word lists in Arapaho. Concluding the workbook are three student activities pertaining to the history of the Arapaho language. (ERB)

ED 231 573 RC 014 178

Muse, Ivan D.; And Others

Rural Education in Colorado: Recent Research Findings.
PUB DATE- 6 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Administrators; Comparative Analysis; Consolidated Schools; Courses; Declining Enrollment; *Educational Finance; Elementary Secondary Education; Extracurricular Activities; Principals; Problems; Profiles; *Rural Population; Rural Schools; School Community Relationship; School Size; *Small Schools; State Surveys; Superintendents; Teacher Recruitment; *Teachers; Teacher Salaries; Transportation
IDENTIFIERS- *Colorado

Of the 105 small K-12 rural public school districts (enrollments under 900) identified in the Colorado study, 19 were randomly chosen for use in gathering information to assist educators in understanding and improving the education of rural residents. A 100% response rate to the 123-item questionnaire mailed to superintendents provided information on district characteristics, i.e., enrollment size, district size, special funding aid, occupation of residents, bond issues, and transportation (number of students bused, distance bused, and cost). Information gathered on district leaders (superintendents and principals) included ages, job classifications, educational levels, salaries, previous employment, hours worked per week, and major on-going concerns. District staff are discussed in terms of the number of full-time teachers, number of specialists, salaries, secondary subject preparation, and recruitment. Students are addressed via superintendents' comparisons of their academic achievement with national averages (39.4% ranked their students above national average), number of graduates per district, and number of National Merit Exam finalists (2). Finances were cited as the most serious on-going concern, followed by securing qualified teachers, working with the community, and the issues of district consolidation. A summary of findings and a table showing 1983 comparisons of Colorado students to those of a national study concludes the report. (AH)

ED 231 601 RC 014 212

Indian Resource Development and Internship Program. Annual Report 1981-1982.

New Mexico State Univ., Las Cruces.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Programs; Advisory Committees; Agriculture;
*American Indian Education; American Indians; *Career Guidance; College School Cooperation; Engineering; Females; Financial Support; *Higher Education; High School Students; *Internship Programs; *Labor Force Development; Leadership Training; Natural Resources; Program Development; Secondary Education; Self Determination; Seminars; *Student Recruitment; Summer Programs; Tribes; Work Experience Programs
IDENTIFIERS- *Indian Resources Development Internship Program

The Indian Resource Development and Internship (IRDI) Program marked its seventh year by continuing to assist Indian tribes in developing a managerial, professional, and scientific corps of American Indians through college academic education and related practical work experience. Participants attended universities and pursued majors of their choice, considering tribal needs and individual interests. Following the introduction and a brief history of IRDI, the 1981-82 annual report covers: transition to a new leadership (permanent staff and program); recruitment of Indian high school and college (undergraduate and graduate) students; student services (financial aid information, retention, tutoring and counseling, etc.); work experience through part-time, work study, summer jobs, internships, co-op assignments, and employment assistance; student seminars (high school orientation and business seminar), and adult seminars (Indian women's professional advancement, real property seminar), and agricultural and economic development activities). Other topics of the report include: program support from Trust and Real Property Management, College of Engineering, Native American Engineering Program, institutions, tribes, and organizations; institute development (history, strategy, support, and future); advisory committees; New Mexico 1982-83 legislation; and proposal to the W. K. Kellogg Foundation. Numerous appendices include examples of letters, job descriptions, lists of participants, etc. (AH)

ED 231 645 SE 042 096

Ailes, Catherine P.; Rush[illegible], Francis W.
The Science Race: Training and Utilization of Scientists and Engineers, US and USSR.
SRI International, Menlo Park, Calif.
REPORT NO.- ISBN-0-8448-1407-5
PUB DATE- 82

AVAILABLE FROM- Crane, Russak & Company, Inc., 3 East 44th St., New York, NY 10017 ($22.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Science; Employment; *Engineering Education; *Engineers; Foreign Countries; Graduate Study; Higher Education; Labor Needs; Labor Supply; *Labor Utilization; *Occupational Mobility; Paraprofessional Personnel; Science Education; *Scientists; Technical Education; *Training; Training Methods
IDENTIFIERS- Research and Development; United States; *USSR

This book represents a comparison of the systems of training and utilization of scientists/engineers in the United States and Soviet Union. Chapter 1 provides a general description of the economic structure and organization in which the training of scientists/engineers is conducted and in which such trained personnel are employed. In chapters 2-5, the systems of training scientific, engineering, and technical personnel are described. The discussion covers the structure of U.S./Soviet educational systems, focusing on general education, technician training, higher education, and graduate training. Statistical tables providing a quantitative comparison of entrance, enrollment, and completion of various stages in the education process in the two countries are included where appropriate. Chapters 6-9 focus on employment aspects of scientists/engineers, discussing: definitions used for classifying individuals as scientists, engineers, or technicians; utilization of scientists/engineers in research and development (R&D) employment sectors; and the mobility of scientists/engineers between fields, employment positions, and geographic areas. Statistical tables showing science/engineering employment trends are presented as well as U.S./Soviet comparisons of total scientific/engineering manpower and estimated R&D employment aggregates. Principal methods used to forecast demand for and supply of scientists/engineers are described, including some supply projections. Chapter 10 summarizes and assesses some of the principal findings reported. (JN)

ED 231 749 SO 014 989

Miller, Jon D.
The Social Study of Science and Society: The Implications of Political Specialization for Social Science Curriculum Development.
PUB DATE- 11 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Controversial Issues (Course Content); *Current Events; Curriculum Development; Higher Education; *Interdisciplinary Approach; *Political Issues; *Political Science; Relevance (Education); Secondary Education; Social Sciences; Social Studies; *Student Interests
IDENTIFIERS- Computer Uses in Education

Given the lack of interest among college and high school students and the declining rates of participation in political affairs, the concept of political specialization has significant implications for teaching political science. Research reveals that almost 90 percent of high school students who do not plan to attend college are either completely apolitical or without any specific issue interest; approximately 44 percent of college students fall into the same category. To address this problem, the political science curriculum (as well as the social science curriculum in general) can develop courses focusing on political specialization. Two basic models may be implemented. One involves the creation of courses that present the intersection of politics and a substantive area, e.g., a course on science and society, nuclear power, air pollution, or acid rain. Students would take selected roles in the controversy and develop strategies to seek a given policy outcome. The second model involves the simultaneous use of "cases" from several substantive areas, with students selecting those cases or issues of greatest interest to them. Examples are the construction of a new sports arena (for athletically minded students), establishment of a publicly funded civic orchestra (for music students), or the creation of an economic development authority (for business students). In each case, the problem would be posed with conflicting roles and the solution would require a working knowledge of the political system. (KC)

ED 231 781 SP 022 484

Zaichkowsky, Leonard D., Ed.; Sime, Wesley E., Ed.
Stress Management for Sport.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
PUB DATE- 82
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance, P. O. Box 704, Waldorf, MD 20601 (Stock Number 245-26986, $8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Athletes; *Athletic Coaches; Biofeedback; Cerebral Dominance; *Competition; *Conditioning; Coping; Gymnastics; Higher Education; Hypnosis; *Relaxation Training; Running; Secondary Education; *Stress Variables; Swimming; Teaching Methods
IDENTIFIERS- *Stress Management

Included in this volume are papers on stress management in athletics; eight of the ten papers are followed with a "Coach's Reaction": (1) "Competitive Athletic Stress Factors in Athletes and Coaches" (Walter Kroll); (2) "Mental Preparation for Peak Performance in Swimmers" (Eugene F. Gauron)--Coach's Reaction by Suzi D'Annolfo; (3) "Cognitive Somatic Behavioral Interventions in Gymnastics" (Kenneth Ravizza and Robert Rotella)--Coach's Reaction by Hayes Kruger; (4) "Application of Stress Management in Competitive Runners" (Susan G. Zeigler)--Coach's Reaction by Edwin J. Stoch; (5) "Biofeedback for Self-regulation of Competitive Stress" (Leonard D. Zaichkowsky)--Coach's Reaction by David Hemery; (6) "The Role of Hypnosis in Competitive Stress Management" (Veronica L. Eskridge)--Coach's Reaction by Betty R. Hammond; (7) "Stress Management for Professional and World-Class Competition" (Michael D. Margolies)--Coach's Reaction by Robert E. Neeves; (8) "Coaching Strategies Based upon Tension Research" (A. B. Frederick)--Coach's Reaction by Andrea B. Schmid; (9) "Hemispheric Dominance: Using the Right Brain in Sports" (Evelyn G. Hall)--Coach's Reaction by Joan A. Finn; and (10) "Competitive Stress Management Techniques in Perspective" (Wesley E. Sime). (CJ)

ED 231 827 SP 022 741

Bell, T. H.
Some Thoughts on a Strategy for Attaining Excellence in American Education.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 13 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; Educational Finance; Educational Improvement; *Educational Quality; *Educational Responsibility; Elementary Secondary Education; Federal Regulation; *Federal State Relationship; Higher Education; *Leadership Responsibility; *Local Government; Master Teachers; Preservice Teacher Education; Schools of Education; State Boards of Education
IDENTIFIERS- *National Commission on Excellence in Education

Responding to the National Commission on Excellence in Education's report on the status of education in the United States, Secretary of Education, T. H. Bell, addresses six questions: (1) Given that the Commission discussed the federal, state, local, parental, and student roles and responsibilities, who should take the lead in education? (2) How can we do violence to the "status quo" on the local grassroots level? (3) What is the federal responsibility? (4) How shall we finance the sweeping reforms called for by the National Commission? (5) How do we solve the teacher competence problem? and (6) What is the role of higher education in promoting excellence? Besides answering these questions, Secretary Bell also concludes by offering 12 challenges to states, universities, parents, communities, and professional organizations. (JMK)

ED 231 842 TM 830 291

Haenn, Joseph F.; And Others

Conducting Statewide LEA Title I Sustained Effects Studies.

PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Data Collection; Educational Legislation; Elementary Education; *Evaluation Methods; Guides; *Models; *School Districts; State Departments of Education; State Programs; State School District Relationship
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Sustaining Effects Study

Like the Elementary Secondary Education Act Title I, the Education Consolidation Improvement Act Chapter 1 requires school districts to determine at least once every 3 years whether Title I achievement gains are sustained over a period of 12 months or more. A local education agency (LEA) has considerable flexibility in the approach it takes in such a study. Among some options are whether to use data only on Title I, or to include former Title I or non-Title I students; focus on one or multiple grade levels; and focus on one or multiple subject areas. The Pennsylvania Sustained Effects Evaluation Model and handbook were developed for the Pennsylvania Department of Education by the Regional Technical Assistance Center to allow LEAs to use existing Title I evaluation data. Pretest and posttest standardized achievement data were used. The model was used to determine whether students who completed the third grade Title I reading program in 1979-80 sustained their achievement gains as fourth graders. Analysis of the data generated by this study supports Title I program effectiveness. Not only were positive annual results obtained, but they were sustained over at least 2 years of program participation. This study also demonstrated that a statewide model for conducting sustained effects evaluations can be successfully implemented. (Author/CM)

ED 231 544 PS 013 764

van der Ross, R. E.
The Educational Implications of Disadvantagement at Pre-School and University Level.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Compensatory Education; *Disadvantaged; Educational History; *Educational Innovation; Foreign Countries; Higher Education; *Lower Class; *Preschool Children; Preschool Education
IDENTIFIERS- Bernard van Leer Foundation (Netherlands); South Africa

If one were to list the more important developments in South African education during the past 4 or 5 decades, the changed attitude toward preschool education would surely rank high on the list. People involved in preschool education have discovered the need to apply recently formulated sociological and psychological theories to preschool education. The specific target of the new approach is the disadvantaged child. The new approach believes that if children are to succeed in middle-class-oriented schools, they must be prepared through exposure to intellectual stimulation and through intervention on a broad front involving all who influence the environment of preschool children. The first preschool for disadvantaged children was started in Athlone, Cape Town, in 1971-72. In 1971 the Early Learning Center in Kew Town, Athlone, a subeconomic township for Colored persons, was launched. The project opened its doors to pupils in 1972. Following the formation of the Athlone Center, other centers have been established. These centers form a network for research units, sharing their knowledge and skills with one another and the wider research community. Because the effects of disadvantagement are also experienced at the university level, universities should be concerned with preschool education and the disadvantaged child. (An appended welcoming address recounts the beginning history of the Early Learning Center and the establishment of the Early Learning Resource Unit.) (RH)

ED 231 632 SE 042 068

Risi, Marcel
Macroscole. A Holistic Approach to Science Teaching. A Discussion Paper. D-82/2.
Science Council of Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-12246-1
PUB DATE- Oct 82
AVAILABLE FROM- The Publications Office, Science Council of Canada, 100 Metcalfe Street, Ottawa, Ontario K1P 5M1 (available free of charge while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Creativity; Curriculum Development; Energy; Environmental Education; Foreign Countries; Global Approach; *Holistic Approach; *Industry; *Innovation; Microcomputers; Physical Environment; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Technological Advancement; Technology
IDENTIFIERS- Biotechnology; *Canada

Possible relationships between industrial innovation and science education are discussed, focusing on three systems for studying the process of development and identifying certain determining factors. The purpose of the approach is to identify the salient characteristics of the industrial world, technological development, and science teaching by examining the tentative groupings of social innovations, with their successes and failures, and, by so doing, to arrive at a new project and a new scale of values. Discussions are presented in five sections. Following introductory material in section 1, industrial change is considered in section 2, focusing on the innovation process (including the function of information, the Gruber and Marquis model, practical implications, and function of the entrepreneur), the origin of inventions, and a typology of innovation. Technology of the 1990s (considering energy, the environment, biotechnology, and the redeployment of technology) is discussed in section 3. The process of creativity, profile of the creative individual, and the development and influence of the computer as they relate to science teaching are considered in section 4. The final section, a scenario that suggests a thorough reorganization of science education from a global perspective, outlines and discusses the characteristics of this holistic approach (the macroscole). The appendix contains a summary of research on characteristics of creative individuals and techniques for stimulating creativity. (JN)

ED 231 661 SE 042 199

Reay, Judith, Ed.
Annotated Bibliography for Science Education, No. 7.
University of the West Indies, St. Augustine (Trinidad). Inst. of Education.

PUB DATE- May 82
AVAILABLE FROM- School of Education, University of the West Indies, St. Augustine, Trinidad, W.I. (3 issues, $8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Cognitive Development; Concept Formation; Curriculum Development; Educational Games; Elementary Secondary Education; Foreign Countries; Higher Education; Laboratory Procedures; *Science Activities; *Science Curriculum; *Science Education; *Science Equipment; Science Experiments; *Science Instruction; Science Programs; Teaching Methods
IDENTIFIERS- *Science Education Research

Provided is an annotated bibliography of items of particular interest to science education. Items are arranged alphabetically by author (or in some cases by title) within each of the following sections: (1) techniques in the lab and field; (2) nature and evolution of science; (3) teaching strategies; (4) curriculum and examinations; (5) young people's development; (6) science facts; (7) management; and (8) general/social concerns and counseling. A list of the U.S. and foreign country periodicals represented in the bibliography is also included. (JN)

ED 231 706 SO 014 742

U.S.-India Relations: The Asia Society. A Media Source Guide, Issues for the '80s.

Council on International and Public Affairs, New York, N.Y.

SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G00-80-01865
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Economic Change; Economic Factors; *Foreign Policy; Human Resources; Institutions; *International Relations; News Media; Nuclear Technology; Social Change; *United States History
IDENTIFIERS- Afghanistan; Gandhi (Indira); *India; Pakistan

One of a series of guides dealing with diverse topics of concern to the U.S. media, this publication is intended to provide journalists with concise, authoritative background information on India and India-U.S. relations. The guide begins with a series of background papers (by Philip Oldenburg) discussing issues and interests in Indo-U.S. relations, India as a major power, and the political style and personal influence of Indira Gandhi. A fact sheet dealing with Indo-U.S. relations discusses East-West relations, Afghanistan, arms to Pakistan, nuclear power, economic assistance, China, and the Indian Ocean. A partial listing of diplomatic visits between India and the United States and a chronology of major events in the life of Indira Gandhi are provided. A chart of selected indicators of change in India between 1950 and 1980 is provided. The guide concludes with lists of individuals and institutions specializing in India and India-U.S. relations. (RM)

ED 231 721 SO 014 888

Donegan, Robert; And Others

Law and Me: A Resource Guide for Social Studies Teachers in Milwaukee Public High Schools.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civil Liberties; *Civil Rights; *Court Litigation; *Crime; Delinquency; High Schools; Learning Activities; *Legal Education; *Legislation; Social Studies; Units of Study

Four units on legal education for high school social studies courses in Milwaukee schools are presented. Unit 1 briefly considers the nature of law in a democratic society. Using fictional situations, group activities, and diagrams, students examine the social contract, the pervasive nature of law in everyday life, and the sources of laws. In Unit 2, the goals of law in a free society are explored through activities which focus on air pollution, consumer rights, civil liberties, and the Bill of Rights. Students research recent civil rights legislation and examine race and sex discrimination. Unit 3 consists solely of transparency masters which outline the structure of the American legal system. Charts trace a bill through the legislative process and outline pretrial and trial procedures. In Unit 4, students compile data from local newspapers on types of crime committed and draw conclusions from several charts reprinted from the annual report of the Milwaukee police department. Students also debate capital punishment and simulate a conference on keeping order and a parole board. Background readings for teachers outline the need for law in society, how the law develops and works, the Bill of Rights, and individual civil liberties. A chart identifying subject areas in which legal concepts can be incorporated is included. (KC)

ED 231 766 SP 022 429

Jones, Margaret A., Ed.
Contemporary Elementary and Middle School Physical Education Conference. Proceedings, Saturday, Activity and Position Paper Sessions (Atlanta, Georgia, January 13-15, 1983).
Georgia State Univ., Atlanta.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Cla[illegible]om Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; Class Activities; Dance; Elementary Secondary Education; *Enrichment Activities; Exercise Physiology; Experiential Learning; *Games; Lesson Plans; Motor Development; *Movement Education; Outdoor Education; *Physical Education; Physical Education Teachers; *Physical Fitness; *Psychomotor Skills; Stress Variables; Student Development

The second session of the Contemporary Elementary and Middle School Physical Education Conference was devoted to over 35 workshops and demonstrations of games and sports that may be used by teachers. Emphasis was placed on the development of individual skills, physical fitness through sports, and non-competitive games. Position papers were also given on stress relaxation in the classroom, current research on movement education, enrichment programs for the physically gifted, and the relationship of motor performance to academic achievement. Descriptions are given of classroom activities, outdoor activities, and games. (JD)

ED 231 874 TM 830 466

Holley, Freda M.

Evaluation 2083: A Hopeful View of the Future of our Profession.
Publication # 82.69.

Austin Independent School District, Tex.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Change; *Educational Diagnosis; Educational Trends; Elementary Secondary Education; *Evaluation; Evaluation Methods; *Evaluators; *Futures (of Society); Leisure Time; Parent Participation; Postsecondary Education; Preschool Education; School Districts
IDENTIFIERS- Leisure Counseling

An optimistic creation of a desirable future for evaluators and evaluation is described. In 2083, Erica (the author's fictional evaluator) is assigned the responsibility for evaluating the education of all 3-20 year-old students in a given school area in Houston, Texas. Erica's work is divided into two parts: academic and social. Children are educated in basic skills via home computer under parental supervision. Erica collects assessments for each student (gathered at the end of each sequence of instruction) and has a skill file for each student. This profile is regularly scanned. A complete academic history is programmed and forwarded to an educational specialist, who, if needed, contacts the student or student's parent to work out a solution. Younger children receive skill development in special exploratory areas of their choice. Students age 14 and above have apprentice work activities. Erica assesses how well these experiences are going both for the student and for the employer. Once a month, Erica meets with other evaluators in her cluster. They review procedures, share evaluation results, and solve problems they have encountered. Erica meets with parents in the school to examine data and plan evaluations. With the creation of a national evaluation program, research findings are instantly disseminated nationally via electronic networks. (PN)

ED 231 904 UD 022 849

Marciniak, Ed
Reversing Urban Decline: The Winthrop-Kenmore Corridor in the Edgewater and Uptown Communities of Chicago.
National Center for Urban Ethnic Affairs, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-940-798-00-X
PUB DATE- 81
AVAILABLE FROM- Institute of Urban Life, 14 E. Chestnut Street, Chicago, IL 60611 ($3.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- Community Characteristics; Community Development; *Community Influence; *Community Involvement; Community Organizations; *Community Planning; Economic Factors; Inner City; *Neighborhoods; Political Influences; Population Trends; Urban Areas; *Urban Renewal
IDENTIFIERS- Illinois (Chicago); *Illinois (Edgewater); *Illinois (Uptown)

This report describes residents' efforts to generate urban change and arrest the decline of their community, Edgewater, a suburb of Chicago, Illinois. The report also examines how events in Edgewater affected and were affected by developments in Uptown (the adjoining predominantly commercial district) and in the Winthrop-Kenmore Corridor that connects the two communities. Concern with upgrading Edgewater is described as the residents' response to a perceived threat to their community's identity (for census and political purposes, Edgewater was combined with Uptown as "Uptown," Community Area #3). The report describes how the residents organized themselves and formed the Edgewater Community Council, which mobilized neighborhoods to work for the reemergence of Edgewater as a distinct entity from Uptown, which was suffering from urban decay. Political and other issues that influenced this effort are discussed, including various plans designed to improve Uptown and the problems and controversies that these plans engendered. The Edgewater experience is examined as a source of urban revitalization strategies that work, and implementation of some of the strategies is discussed. The report concludes by exploring implications for the future of the Winthrop-Kenmore Corridor, and of the city's decision to designate Edgewater and Uptown as separate Neighborhood Strategy Areas. (Author/MJL)

ED 231 919 UD 022 872

Lehman, Sheila; Frischholz, Edward J.
Project Parents: Awareness, Education, Involvement Program. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Feb 83
GRANT- G00-800-7040
LANGUAGE- English; Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; Curriculum Development; Elementary Secondary Education; English (Second Language); *High School Equivalency Programs; Limited English Speaking; *Parent Education; *Parent Participation; Second Language Instruction; *Second Language Programs; Spanish Speaking; Staff Development
IDENTIFIERS- *New York City Board of Education

The Project Parents: Awareness, Education, Involvement Program is an educational program which is conducted by the New York City Schools and involves 144 parents with children in elementary level bilingual education programs or eligible for such programs. While the focus of the program is on parents, its goal is the enhanced educational achievement of the children. Through a structured program of classes, workshops, and technical assistance, as well as a variety of participatory experiences, parents receive instruction in English as a second language, preparation for the General Equivalency Diploma, and lessons in effective communication. Also emphasized in the program are staff and curriculum development. Assessment of the program in its second year shows that (1) the project is received positively by school administrators and other staff members; (2) the program seems conceptually well-grounded, genuinely innovational, and potentially able to address the unmet needs for participation, training, and support among parents of bilingual children, with great success; (3) classroom sessions and workshops are well structured; (4) staff members function at a high level of professionalism; and (5) the parental participation component of the program is highly successful. Suggestions for full implementation, instructional materials, and other workshop evaluation materials are included in this report. (AOS)

ED 231 514 PS 013 596

Zukow, Patricia Goldring
The Role of the Caregiver in the Emergence of Play Activities during the One-Word Period: Social Variations in a Rural-Born Population in Central Mexico.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Audiotape Recordings; *Child Caregivers; *Cultural Influences; Foreign Countries; *Individual Development; *Infants; *Play; Siblings; Socialization; Speech Communication; Videotape Recordings
IDENTIFIERS- *Caregiver Role; Mexico; Social Interaction; *Toddlers

Universal and culture-specific aspects of caregiver contributions to children's emerging play activities during the one-word period were studied in research designed to meet criteria for ecological validity. The sample included seven Mexican caregiver/child pairs in a major urban setting and eight pairs in a rural setting. All caregivers came from the traditional Mexican rural culture; children between 11 and 30 months of age were included in the sample after observations confirmed that they had attained one of three levels of semantic development. Data were gathered through simultaneous audiotaping and videotaping of children's activities at 6-week intervals over a 9- to 12-month period. Each audiotape was transcribed by a native speaker familiar with the rural culture. Videotaped interactive and noninteractive play sequences were examined to assess the nature and sources of intracultural variation along a continuum of degree of cultural knowledge. Children's performance in nonguided, noninteractive play sequences was compared to caregiver-guided performance in interactive sequences; sibling-caregiver interactions were compared with children's interactions with their primary caregivers; and children's performance at three levels of semantic development was analyzed. Findings showed children's performance at each of three levels of semantic development to be more advanced during interactive sequences with their caregivers than in noninteractive sequences. (RH)

ED 231 529 PS 013 738

Lowinsky, Gretel J.; Dean, Shirley M.
Enrolling Two-Year-Olds in Day Care: One Center's Experience.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adjustment (to Environment); Attachment Behavior; *Day Care; Early Childhood Education; Models; Parent Participation; *Parent Teacher Cooperation; Program Descriptions; *Psychoeducational Methods; *School Registration
IDENTIFIERS- Chicago Child Care Society; *Separation Anxiety; *Toddlers

As part of the demonstration aspect of its service, the Child and Family Development Center of the Chicago Child Care Society developed a day care program for 2-year-olds. Because children who had been at ease with teachers and comfortable without parents became less involved with play and more clinging and demanding when additional children were later enrolled, staff decided to emphasize the group rather than the individual: All children, accompanied by their parents, would be enrolled on the same day. A model enrollment process was developed that gradually increased distance between parents and their children and varied the time the child spent at the center. Parents were expected to remain closely involved during the first 6 weeks. During that time, staff continued the pattern established during enrollment and operated under the general principles of simplicity, constancy, and familiarity. During the third year of the enrollment model, staff (1) intensified the focus on preparing the child and parent for the new experience and (2) established closer home/center communication through home visits, snapshots used to bridge the home and center environments, and videotaping of children's activities. (RH)

ED 231 588 RC 014 194

Hanson, Wynne DuBray; Purcell, Patrick Frances

Social Policy and American Indians.

San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indians; *Child Welfare; *Course Descriptions; Extended Family; *Federal Aid; *Federal Indian Relationship; *Policy; Postsecondary Education; Supplementary Reading Materials
IDENTIFIERS- *Bureau of Indian Affairs; Comprehensive Employment and Training Act; Indian Child Welfare Act 1978

The purpose of the monograph is to provide schools of social work and their teachers with a central core of information concerning the policy and provisions of law that affect American Indians. The core information is selective and is presented in seven chapters. The first chapter provides a brief historical overview of the unique relationship American Indians have with the federal government. The second chapter looks at the role the Bureau of Indian Affairs has had with American Indians. The chapter on welfare of American Indian children includes societal taboos, universal extended family structure, female heads of households, models of etiology, and highlights of the Indian Child Welfare Act of 1978. The Comprehensive Employment Training Act (CETA) is described in chapter IV. Chapter V lists federal assistance available to American Indians for the following programs: business enterprise development, tribal corporation loans, arts and crafts development, health professions preparatory scholarship, higher education, employment and training, social services, and training and technical assistance for tribal governments. Chapter VI presents a course outline entailing description, objectives, content, teaching methods, course requirements, and textbook information. The concluding chapter consists of a 359-item unannotated bibliography. (ERB)

ED 231 616 SE 041 900

Romberg, Thomas A.
Allocated Time and Context Covered in Mathematics Classrooms.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Research; Elementary Education; *Elementary School Mathematics; Mathematics Curriculum; *Mathematics Instruction; Primary Education; *Teaching Methods; *Time Factors (Learning); *Time on Task
IDENTIFIERS- Developing Mathematical Processes; *Mathematics Education Research

Data on how many minutes of instruction were allocated to various aspects of teaching initial addition and subtraction concepts and skills in the Developing Mathematical Processes (DMP) curriculum were summarized for 20 classrooms in grades 1-3. The same curriculum materials were used in each class at each grade level. The number of minutes spent on the 148 specific parts of the curriculum were observed. Each part was then classified in terms of 29 variables (40 codes). From this, data summaries of time spent on each code were prepared for each class. The summary data revealed that each class varied from others in important ways. However, four important features were apparent: (1) classes differed more on total allocated time than in terms of any other characteristic; (2) modification of the curriculum was generally made in all classes to stress practice and skill acquisition and to reduce the time spent on exploration and discussion of mathematical ideas; (3) if students were judged to be "poor," then even more practice and less exploration were given; (4) if students were judged to be "good," then in addition they were given opportunity to explore and discuss ideas. (Author/MNS)

ED 231 676 SO 014 580

Styer, Sandra

Selecting Women's Biographies for the Social Studies.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Biographies; Elementary Education; *Evaluation Criteria; *Females; Interdisciplinary Approach; *Reading Material Selection; Sex Bias; Sex Stereotypes; *Social Studies; *Womens Studies

To assist elementary teachers committed to integrating women's studies into social studies, criteria which should be met by juvenile biographies of women are discussed and illustrations from biographies are provided. Examples of what to consider when selecting biographies follow. In a sexist biography, heroines portray sexist attitudes, beliefs, and behaviors learned as a result of being socialized in a sexist society. Repeated references are made to the heroines' physical appearance, suggesting that the heroine is quite unlike or superior to most women. In contrast, in a nonsexist biography, the descriptive background information is free of sexist judgments and interpretations. All characters are portrayed without sexism, women who have functioned as role models for the heroines are recognized, relationships with other women which have been a source of reciprocal support and power are depicted, and career success and personal happiness are not portrayed as mutually exclusive. (RM)

ED 231 797 SP 022 672

Klein, Daniel

Sex Education: A Historical Perspective.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Attitude Change; Contraception; *Curriculum Development; Educational History; Elementary Secondary Education; Ethical Instruction; Genetics; Hygiene; Moral Values; Reproduction (Biology); *School Responsibility; *Sex Education; Sexuality; *Social Attitudes; Teacher Role; Venereal Diseases

A review of literature on sex education in the schools traces the changing opinions and attitudes on the subject over the past century. Early sex education efforts (1880s to 1920s) in the schools focused upon the repression of sexual activity, the prevention of immorality, hygiene, and prevention of venereal diseases. A gradual movement (1940s to 1950s) away from heavy emphasis on morality brought new insights into the value of using sex education to contribute to the long-term sexual adjustment of individuals and a positive, rather than negative, approach toward attitudes about sex. While the purely biological approach toward sex education remained during the 1960s and 1970s, opinions evolved on the role of the school in helping students to make sound and responsible judgments, to deal with sexual issues objectively, and to guide students in matters of sexual morality as an integral dimension of their character development. Present approaches to sex education indicate that it is still in a period of growth and change. While opposition remains to sex education in the schools, the opposition, for the most part, represents a minority view. Sex education programs need to continue to attempt to meet the needs of society. (JD)

ED 231 813 SP 022 710

Odden, Allan

Research Findings on Effective Teaching and Schools. Issuegram 1.

Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; Classroom Environment; Educational Environment; Educational Research; Elementary Secondary Education; Principals; *School Effectiveness; *School Role; Student Development; Teacher Characteristics; *Teacher Effectiveness; *Teacher Role; Teaching Methods

A new body of educational research is now showing that there are many things teachers, principals, and schools can do to improve student performance. Effective teachers do five things: (1) focus teaching and curriculum selection on the basic skills; (2) provide most instruction to the class as a whole; (3) maintain a high student success rate; (4) monitor individual performance; and (5) have a well-organized classroom. Effective principals: (1) use the status and power of their position to set strategic goals for the school; (2) function as the instruction leader of the school by using instruction management strategies; (3) have and use knowledge and skills needed for effective instruction; (4) develop a school climate characterized by specific conditions; and (5) exhibit an open, professional and collegial style. Six important elements of effective schools are in the areas of management, academic focus, evaluation, attitudes, climate, and organization. These findings can provide a policy base for developing education policies in state education improvement programs. (JMK)

ED 231 858 TM 830 404

Adams, Kay A.
When to "Hold Em" and When to "Fold Em": Ethical Problems of Internal Evaluators.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Communication Problems; *Ethics; *Evaluators; *Interpersonal Communication; Persuasive Discourse; Problem Solving; Professional Development; *Program Evaluation; *Role Conflict
IDENTIFIERS- Compromise; *Gamesmanship

This paper addresses the question: What is proper conduct for an internal evaluator? Selected ethical issues are examined, and strategies for responding effectively are proposed. Issues examined are: (1) pressure to downplay negative and emphasize positive findings; (2) reinforcement for nonthreatening evaluation activities; (3) greater interest in making the evaluation unit "visible" than in using evaluation results; and (4) access to privileged information and political inuendos. Next, several gamesmanship strategies for surviving as an internal evaluator are discussed including: (1) reciprocity of self-disclosure, (2) reciprocal favors, (3) establishing an internal support base, (4) maintaining external linkages, and (5) using effective communication skills. This paper has taken the position that evaluators should save head-to-head ethical conflicts for important issues. Day-to-day evaluation decisions should employ gamesmanship. By developing sensitivity to organizational dynamics, the savvy internal evaluator should be able to conduct both ethical and effective evaluations. (PN)

ED 231 890 UD 022 821

Kelly, Gail P., Ed.; Elliott, Carolyn M., Ed.
Women's Education in the Third World: Comparative Perspectives.
REPORT NO.- ISBN-0-87395-620-6
PUB DATE- 82
AVAILABLE FROM- State University of New York Press, State University Plaza, Albany, NY 12246 ($10.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTIONS- *Access to Education; Birth Rate; *Developing Nations; Educational Attainment; Elementary Secondary Education; Employed Women; Equal Education; Family Life; *Females; Foreign Countries; Higher Education; Mothers; *Outcomes of Education; Research Needs; Sex Differences; Sex Role; *Socioeconomic Influences; *Womens Education
IDENTIFIERS- Africa; Argentina; Belgium Colonies; Chile; India; Malaysia; Paraguay; Philippines; Tunisia; Upper Volta

Focusing on Third World countries, this book examines the undereducation of women, causes of women's undereducation, changes in female education patterns, and the significance of such changes in society and in women's lives. The book consists of four parts, comprising different chapters written by social scientists, researchers, and educators. Part one is concerned with factors that affect women's access to education and their survival rates in school (including ethnicity, social class, sex role division of labor in the family and society, educational policy, and school availability). Part two investigates how far schools encourage girls to succeed in academic life, whether schools prepare girls for society the way they do boys, whether sex differentiation in schooling varies across countries, and how sex differentiation in educational practices shapes schooling outcomes for girls. Parts three and four consider the outcomes of education for women in the labor force and for mothers, and address the questions of whether education enables women to mediate the impact of the family on their economic and social roles, and whether education substantively affects women's family lives. A concluding chapter explores new directions for research on the education of women. A bibliography of materials on women and schooling in the Third World is included. (Author/MJL)

ED 231 560 RC 014 078

Kruse, Babs; And Others

Arapaho Language--Student Workbook. Arapaho Animals: Arapaho Language #4.

Wyoming Indian High School, Ethete.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Languages; *Native Language Instruction; Puzzles; *Reading; Secondary Education; Second Language Instruction; *Spelling; Tests; *Translation; *Writing Exercises
IDENTIFIERS- *Arapaho (Language)

Using animals as a means of learning the Arapaho language, the fourth student workbook presents 15 lessons. Lessons include spelling; matching words and pictures, word search puzzles; substituting Arapaho words of animals in place of the picture; cross-word puzzles; fill-in-the-blank statements; transcribing English words into Arapaho and Arapaho words into English; writing complete sentences in Arapaho; and reading and interpreting dialogue. A 15-item unit test concludes the workbook. (ERB)

ED 231 602 RC 014 217

Indian Child Welfare Act of 1978. S.1214 to Establish Standards for the Placement of Indian Children in Foster or Adoptive Homes, to Prevent the Breakup of Indian Families, and for Other Purposes. Hearings before the Subcommittee on Indian Affairs and Public Lands of the Committee on Interior and Insular Affairs. House of Representatives, Ninety-Fifth Congress, Second Session (February 9 and March 9, 1978).

Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Adoption; *American Indians; *Child Welfare; Federal Indian Relationship; *Federal Legislation; *Foster Care; Hearings; Tribes
IDENTIFIERS- Congress 95th; *Indian Child Welfare Act 1978; *Tribal Jurisdiction

Testimonies were heard by the Subcommittee on Indian Affairs and Public Lands in reference to the Indian Child Welfare Act of 1978, which establishes standards for the placement of Indian children in foster or adoptive homes to prevent the breakup of Indian families. Representatives from the following organizations testified: Administration for Children, Youth and Families; Department of the Interior; National Tribal Chairmen's Association; National Congress of American Indians; Association of American Indian Affairs; Rosebud Sioux Tribe; Yakima Tribe; Puyallup Tribe of Washington; American Academy of Child Psychiatry; National Conference of Catholic Charities; AL-IND-ESK-A Corporation; Tacoma Urban Indian Center; and Central Maine Indian Association. Other representatives who provided statements were: Church of Jesus Christ of Latter-day Saints; Great Lakes Inter-Tribal Council; Boston Indian Council; Minnesota Chippewa Tribe; AH-BE-NO-GEE Center for Urban and Regional Affairs; Native American Family and Children Services; Urban Indian Child Resource Center; and Department of Justice. Additional materials submitted for the hearing record are included in the appendices. (ERB)

ED 231 662 SE 042 201

Thijs, G. D., Ed.
Science Education in Southern Africa. Pre-Entry Science Courses and Science Teachers' Upgrading Programmes. Report of the Interuniversity Workshop (Maseru, Lesotho, December 2-5, 1981).
Free Univ., Amsterdam (Netherlands).

PUB DATE- Feb 82
AVAILABLE FROM- Free University, P.O. Box 7161, Amsterdam, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Admission Criteria; *Educational Improvement; Educational Objectives; English Instruction; Foreign Countries; Higher Education; Policy Formation; Science Curriculum; Science Education; *Science Instruction; *Science Programs; Science Projects; Secondary Education; Secondary School Mathematics; *Secondary School Science; *Teacher Education; Teacher Improvement
IDENTIFIERS- *Africa (South); Science Education Research; Streaming (Education)

A workshop was organized to: (1) exchange ideas, views, teaching materials, and experiences between all individuals involved in present science education projects; (2) familiarize staff of the Lesotho Science Pre-Entry Course (LESPEC) with the working situation in these types of projects; and (3) start discussions of policy matters related to the aims of these programs in view of the needs of science education in the southern Africa region. Presented is a summary of the workshop, including objectives, organization, subject area discussions, policy discussions, conclusions/recommendations, and workshop evaluation. Subject area discussions focused on an interdisciplinary approach, programmed instruction and open labs/teaching approaches, ability grouping, and educational objectives related to biology, chemistry, physics, mathematics, and English. Also included are discussions of teacher education, educational improvement, defining target groups (focusing on target institutions, issue of bonding, need for streaming, and issue of direct entry), methods and problems of selection, and position of projects in the educational system. The program, a list of participants, and a list of the position papers are included in the appendices. Position papers are categorized by and presented in the same order as topic areas in the subject area discussions, and make up the major portion of the report. (JN)

ED 231 692 SO 014 709

Ruffino, Roberto
An Assessment of Organized Youth Mobility in Europe. AFS Occasional Papers in Intercultural Learning, No. 3.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Mar 83
AVAILABLE FROM- AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Analysis; *Educational Objectives; Educational Research; Elementary Secondary Education; Exceptional Persons; Foreign Countries; *International Educational Exchange; International Organizations; Minority Groups; Participant Characteristics; Program Descriptions; Research Needs; *Student Exchange Programs; Student Mobility; Study Abroad
IDENTIFIERS- *Europe; *Host Nation Programs

An overview of youth exchange programs in Europe is provided from a previous study of 15 exchange programs in Member States of the European Community plus Spain and Portugal. The 15 programs can be categorized as short-term, broadly based exchanges; long-term, selective exchanges; short-term exchanges organized by educational organizations or as part of more complex research; extracurricular travel to learn languages; and exchanges for special groups, e.g., handicapped. Support for cultural exchanges in the public sector comes mostly from international organizations rather than national governments. The most commonly declared goal of organizers of exchanges is international understanding. Specific goals include environmental education, technical education, and improvement of a foreign language. In addition to those students financially able to participate, scholarship plans exist for young working people, handicapped, and minority groups. All organizations are finding it increasingly important to have selection criteria and to obtain accurate descriptions of applicants. However, very few institutions prepare participants for their experience in accordance with the techniques of cross-cultural training. Only three of the institutions are equipped to deal with crises due to separation from home. Unfortunately, program evaluations and research efforts are few. (KC)

ED 231 736 SO 014 976

George, Siegfried
The New Technology in Political Education in West Germany.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; Educational Needs; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; Political Issues; *Public Opinion; *Social Problems; Social Studies; Social Values; Teacher Attitudes; *Technological Advancement; *Technological Literacy; Young Adults
IDENTIFIERS- Computer Uses in Education; *West Germany

Debate in West Germany among technicians, economists, politicians, and educators about technological advancement and the use of computers focuses on the need to be informed about the consequences of the technological revolution. Some concerns are that computer use will lead to social isolation, a growing bureaucracy and authoritarian power structure, and isolation from other workers leading to weakened union activities. The general public, however, tends to deny or suppress the already known aspects of the new information society. Highly educated and professional young people, on the other hand, are more skeptical of technological products and developments. The possibilities offered by the new technology are seen as value conflicts; i.e., microcomputers may lead to more leisure but also to more unemployment, data processing may be misused for political control, technological development may improve well-being, but also be used to develop weapons, and natural resources may be further exploited. Current textbooks offer little insight into these problems and it is apparent that most young people receive their computer education outside the schools via video games. Educators have recognized that computer technology is a necessary part of education, but suggest that German teachers have general reservations about using the media. (KC)

ED 231 750 SO 014 990

Morrissett, Irving
Science and Social Science in a World Perspective.
PUB DATE- 10 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Educational Responsibility; *Global Approach; Humanitarianism; International Relations; *Natural Sciences; Public Policy; *Social Responsibility; *Social Sciences; *Technological Advancement

While notable advances in astronomy, nuclear physics, microbiology, and computer technology seem to contribute to the possibility of human betterment, each of these advances involves hazards, the most ominous being their application to warfare. While considering the wonders and hazards of scientific advance, it is necessary to consider the less frequent, less compelling, and less visible advances made by the social sciences. The social sciences have not had the close relationship to warfare that the natural sciences have. The fault of the social sciences is not so much misapplication as it is nonapplication. It may be that natural science is the science of war, while social science is the science of peace. Unwillingness of decision-makers to apply social science has led to failure to deal effectively with world problems. Within the disciplines of social science and education, the available energy and resources to make practical applications to improve the human lot at home and abroad are poorly and inefficiently positioned. The challenge of worldwide progress in economic and social affairs remains, along with the tools and knowledge to accomplish it. Only an invigorated will is needed to continue the process. One of the most hopeful thrusts on the educational scene is the persistence of continuing development and dissemination of materials on global education by individuals and groups. (LH)

ED 231 782 SP 022 499

Stein, Julian U.
"We Have Met the Enemy and He Is US!"...Pogo.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Programs; *Curriculum Development; Curriculum Evaluation; *Educational Change; Elementary Secondary Education; Physical Education; *Physical Education Teachers; Physical Fitness; *Program Effectiveness; *Student Needs; Teacher Education

The average elementary or secondary school physical education program has several elements or aspects which should be critically examined. School gym classes rely on routine and uninteresting activities which do not incorporate innovations in motor activities and movement experiences. However, programs designed to meet the needs of special students have gradually found their way into regular programs. These, instead of the regular programs, have become the pace setters for the profession. The average physical education teacher does not regularly attend conferences and conventions where new ideas are expounded, and the majority of physical educators do not belong to professional associations and do not subscribe to their newsletters and journals. Physical fitness and vigorous physical activities are not emphasized in the average physical education program, nor is the average physical education program based on instructional, educational, and developmental factors. There is also a lack of balance in curriculum selections offered to students. Recommendations are made for improvement, with emphasis on the college preparation of physical education teachers. (JD)

ED 231 828 SP 022 742

Improving the Quality of Teacher Education in Florida. Report and Recommendations of the Joint Legislative and Executive Task Force for Teacher Education Quality Improvement.

Florida State Dept. of Education, Tallahassee.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Educational Assessment; *Educational Improvement; *Educational Quality; Education Majors; Elementary Secondary Education; Preservice Teacher Education; Schools of Education; *State Standards; Statewide Planning; Teacher Certification; *Teacher Education Programs; Teacher Educators; Teacher Qualifications; Teaching (Occupation)
IDENTIFIERS- *Florida

The 1982 Florida Legislature created the Joint Executive and Legislative Task Force for Teacher Education Quality Improvement to initiate a comprehensive study of Florida's teacher preparation programs and make policy recommendations for improving the quality of teacher education. This document reports on the results and findings of the task force's study. Chapter 1 provides an introduction to the project, and chapter 2 lists observations and recommendations. The third chapter discusses Florida's personnel needs. Chapter 4 delineates Florida's concern for quality in teacher education. The fifth chapter covers the organizational structure of teacher education programs in the state. Chapter 6 concentrates on the rationale for the task force's recommendations. This chapter is divided into 13 parts: (1) improving teacher education programs; (2) strengthening teacher education standards; (3) program approval and review; (4) assuring adequate funding for teacher education; (5) incentives for prospective teachers; (6) additional incentives for teachers in areas of critical shortage; (7) support for prospective minority teachers; (8) salary incentives for teachers; (9) promotion and salary criteria for teacher education faculty; (10) strengthening background for professional training; (11) impact of administrative leadership; (12) analyzing the workplace; and (13) public information campaign. Chapter 7 is the conclusion. The report also includes eight appendices, four tables, and a bibliography. (JMK)

ED 231 843 TM 830 295

Roberson, Don R.; Kees, Patricia W.
The Individual: A Model for Addressing Specific Student Needs.
Duval County Schools, Jacksonville, Fla.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Accountability; *Computer Oriented Programs; Databases; Data Collection; Elementary Secondary Education; Health; *Individual Needs; *Instructional Improvement; *Needs Assessment; *Profiles; *Program Design; Self Concept
IDENTIFIERS- *Individual Student Profile System

To provide services and instruction to students based upon identifiable needs, the Individual Student Profile (ISP) System (an automated database system, not yet implemented) was developed. ISP is designed to include three components: academic, health, and self-concept. These components were chosen to coincide with the three learning domains: cognitive, psychomotor, and affective. The goals of the model is to provide the classroom teacher and other school personnel with current data concerning variables that would impact the learning of the individual student. From the compiled data individual, class, school, and district profiles could be generated for educational accountability and quality education which addresses the needs of the individual. (PN)

ED 231 545 PS 013 765

Amidei, Nancy
Poor Children and American Social Policy: Are We Meeting Our Responsibilities?
Food Research and Action Center, Washington, D.C.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Welfare; Data Collection; Diseases; *Family Programs; *Financial Support; High Risk Persons; Hunger; Low Income Groups; *Poverty; *Public Policy; *Social Problems; Social Responsibility; *Social Services; Unemployment
IDENTIFIERS- Reagan Administration

As a result of budget cuts and policy changes, health, nutrition, and social welfare programs have been rendered less able to help children and families, particularly those families hard hit by the recession. It is argued that there is no excuse for these cuts and that if the economy were growing and employment levels were high, the budget cuts might have made some sense. However, the context in which policy choices are being made can be summed up in three points: poverty is increasing, eligibility for assistance is decreasing, and those who qualify for assistance get less. Sophisticated national data on these problems are increasingly unavailable and less likely to be promptly analyzed or published than in the past. Personal and anecdotal reports do indicate that severe problems exist; for example: soup kitchens, inadequate medical coverage, inadequate prenatal care, temporary foster care placements, itinerant families, infants of low birth weight, infant death, children who fail to thrive, the effects of toxic water on infants, and prolonged poor nutrition among the elderly. Further, presently available data provide evidence that hunger and malnutrition are serious problems once again. These data come from six sources: the numerous individuals below the poverty line, reports from private and public agencies, media reports, local studies, and medical reports. Finally, these shifts in public policy will have important long-term implications. (RH)

ED 231 574 RC 014 179

Long, Larry; DeAre, Diana

The Economic Base of Recent Population Growth in Nonmetropolitan Settings.

Bureau of the Census, Washington, DC. Center for Demographic Studies.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Change; Comparative Analysis; Demography; *Economic Development; Employment Opportunities; Employment Patterns; Industrialization; Labor Force; *Migration Patterns; Natural Resources; *Quality of Life; *Rural Development; Tables (Data); *Urban to Rural Migration
IDENTIFIERS- *Nonmetropolitan Areas; Rural Renaissance; Rural Women

In the late 1970s both jobs and population were growing more rapidly outside metropolitan areas. As a group, nonmetropolitan counties not adjacent to a metropolitan area experienced a faster rate of employment growth than metropolitan areas between 1975-79. Even in rural counties (no urban place of 2,500 or more) not adjacent to a metropolitan area, the number of manufacturing jobs increased more rapidly than in the metropolitan territory during the same time period. The shift of manufacturing employment toward smaller metropolitan areas or nonmetropolitan areas is somewhat more pronounced in the "industrial heartland" than in the South or West. The effect of employment deconcentration on wage rates in nonmetropolitan counties is difficult to ascertain partly because rapid increases in labor force participation (especially of women) in rural counties have brought many inexperienced workers into the workforce--and this tends to depress measures of average wages or earnings. Family incomes, however, increased greatly in rural counties in the 1970s to the point that family income differences between rural counties and some large cities have been virtually eliminated. Appended are a definitive statement concerning size categories for metropolitan areas and six tables containing basic data. (AH)

ED 231 646 SE 042 097

Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.
Investigations in Science Education. Volume 9, Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 83
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00 per year, $2.25 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Academic Achievement; College Science; Earth Science; Elementary School Science; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; Questioning Techniques; Science Education; *Science Instruction; Science Teachers; *Secondary School Science; Student Characteristics; Teacher Characteristics; *Teaching Methods; Test Construction; *Testing
IDENTIFIERS- Meta Analysis; *Science Education Research

Abstractor's analyses of 12 science education research studies are presented. Nine analyses in the first section, focusing on various aspects of science instruction, include: a comparison of different approaches to helping students understand metric units of volume; use of specific questions to cue elementary school students in obtaining information from graphical materials; a meta-analysis of research results on instruction; effects of participation in an inservice program on earth science teachers' attitudes/creativity; use of two different teaching strategies in an earth science course for elementary education majors to determine if contrasting teaching environments would influence students' concept of science instruction; examination of whether teachers who advocated use of living organisms to teach science practiced what they espoused; and an analysis of geology teaching assistant reaction to a training program utilizing video-taped teaching episodes. Three analyses of research on testing are presented in the next section. Research analyzed focused on the reliability/content validity of the Science Curriculum Improvement Study (SCIS) Organism Unit test, comparison of multiple choice/essay tests, and development of an instrument to measure understanding of science. An analysis of a paper on inservice teachers' needs and the author's response to the analysis are provided in the final section. (JN)

ED 231 707 SO 014 744

McCarty, F. Hanoch

At the Edges of Perception: Humanistic Education in the 80's and Beyond.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Objectives; *Educational Objectives; *Educational Trends; Elementary Secondary Education; Ethical Instruction; Higher Education; *Humanistic Education; Mental Health; Physical Health; Teacher Education; *Teacher Role

The agenda for humanistic education in the 1980s needs to go beyond psychological concerns to address the political, social, ecological, and spiritual side of the human experience. The goals of humanistic education focus on the development of intelligence, self-understanding, interpersonal relationships, and a concept of physical health. Equally important concerns are the search for meaning in one's life and the discovery of one's higher self through intuition, imagination, and spiritual and mystical information. Items for the humanistic agenda include finding practical alternatives to the grading system; involving parents, industry, and society in the education of children; expanding the role of the teacher to include psychological counseling and guidance; devising criteria by which humanistic classroom activities may be determined to have substance; instituting an ethics component in every course in which humanistic education is taught; and searching for excellent classroom teachers to serve as models for student teachers. The content of humanistic education will involve teaching students to be comfortable with ambiguity and confusion, making mental health a goal of the schools, using the computer to address humanistic issues, teaching holistic wellness skills from kindergarten on, bringing a spiritual dimension back to education, and teaching children that they can create their own future. (KC)

ED 231 722 SO 014 893

Mitsakos, Charles L.
Educational Computing in the Andover Public Schools.
Andover Public Schools, Mass.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Educational Objectives; *Educational Planning; Educational Trends; Elementary Secondary Education; *Inservice Teacher Education; Program Descriptions
IDENTIFIERS- *Massachusetts (Andover)

A rationale for computers in education in the Andover (Massachusetts) public schools, a curricular scope and sequence, a computer acquisitions plan, and a staff development summary are presented. The report is a result of an 18-month study of computers in education; pilot programs in the schools; and input from specialists in business, education, and industry. The rationale suggests that students must be provided opportunities to use properly simple computer equipment, retrieve information from data banks, learn programming languages, appreciate the impact of computers on society, design information systems, use computers as a decision-making tool, and learn via computer aided instruction. The scope and sequence focuses on the educational use of computers from five viewpoints: as a teaching tool, technological device, social force, personal tool, and career tool. Recommendations are that elementary schools have one microcomputer per 15 teachers and secondary schools, one per department; the number of student computers is determined on the basis of 30 minutes per student weekly. Staff development will include an introduction to the microcomputer, introduction to programming, instructional software evaluation, and instructional software implementation. Appendices include a history of the program (1981-1983) and proposals for 1983-1984, a log of student use of existing computers, a history of hardware acquisitions, and phase 1 of the Andover Educational Computing Program. (KC)

ED 231 814 SP 022 711

Vlaanderen, Russell B.
Testing for Teacher Certification. Issuegram 7.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Accreditation (Institutions); Admission Criteria; *Competence; Competency Based Teacher Education; Elementary Secondary Education; Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Effectiveness; Teacher Evaluation; Teacher Interns; Teacher Qualifications; Teacher Salaries; Teaching (Occupation); *Testing Programs

Public concern about the effectiveness of education institutions and the accompanying loss of public confidence in the nation's schools has revealed itself in a growing complaint that too many teachers cannot teach. This criticism, while not fully substantiated, has resulted in efforts to establish means for testing teacher competency, seen as one of many ways to improve education. Presently, 20 states require or will require, by a definite date in the future, applicants for teacher certification to be tested for competency in either the basic skills, subject matter knowledge, pedagogical knowledge, or some combination of these. State policies, rooted in the concern for educational improvement, are also concerned with the issue of testing teachers--whether or not it will result in, or contribute to, the improvement of education. Perhaps there are other viable alternatives to teacher candidate testing that will contribute as well or better to educational improvement. Some suggestions include: (1) raising standards for admission to teacher education programs; (2) strengthening the institutional accreditation process; (3) requiring internships before granting certification; (4) requiring continuing education on the job; (5) reforming teacher education programs; (6) lengthening preservice education; and (7) increasing teacher salaries. (JMK)

ED 231 859 TM 830 409

Kelly, Leonard
Curriculum Evaluation at Kendall Demonstration Elementary School, 1981-1982.
Gallaudet Coll., Washington, D.C.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cloze Procedure; *Curriculum Evaluation; *Curriculum Guides; *Curriculum Research; Elementary Education; *Elementary School Curriculum; *Evaluation Methods; Formative Evaluation; Language Arts; Mathematics Curriculum; Program Evaluation; Science Curriculum; Social Studies; Teaching Guides
IDENTIFIERS- *Kendall Demonstration Elementary School DC; Whole Language Approach

In the fall of 1981 Kendall Demonstration Elementary School issued to its teachers new curriculum guides in four areas: Language Arts, Social Studies, Science, and Mathematics. In Language Arts the implementation was more comprehensive than in the other areas. This report describes curriculum evaluation activities conducted at Kendall during academic year 1981-82. The report first summarizes the array of evaluation activities that were conducted and indicates the sequence in which they are reported. The report then lists the major findings and the recommended courses of action resulting from the evaluation activities. The contents of this section substantially benefited from the suggestions of the team members in each of the four curriculum areas, and a number of their recommendations have already been implemented. Additions beyond these have been made to the Language Arts recommendations, based on recent analyses of the data. The remainder of the report and appendices explore the individual evaluation activities, their focuses, procedures, results, and implications. (PN)

Hunter, Charles M.

Louisiana Compensatory/Remedial Education Student Profile: Development and Use of an Individualized Basic Skills Reporting System.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Basic Skills; Compensatory Education; Computer Oriented Programs; Eligibility; *Evaluation Utilization; Grade 2; Primary Education; *Profiles; *Program Evaluation; *Remedial Programs; *State Departments of Education; Student Characteristics; Student Evaluation; Test Format
IDENTIFIERS- Louisiana; *Louisiana Compensatory Remedial Student Profile

This paper examines the characteristics of the Louisiana Compensatory/Remedial Education Student Profile form and the nature of the compensatory education program evaluation served by the Student Profile. The Student Profile is a one page, triplicate form prepared by the Louisiana State Department of Education for each grade 2 student who failed to attain the minimum score on the State's Grade 2 Basic Skills Tests (BST). Those skills in which the student failed to demonstrate mastery on the BST are marked on the Profile, generating a statement of the student's deficiencies in basic skills. School systems use the Profile to (1) identify learning objectives, (2) document delivery of compensatory/remedial services, and (3) monitor student mastery of basic skills deficiencies. The success of the Profile appears to be due in part to the form's usefulness in communicating the students' basic skills performance information to the school systems at the outset of their programs. A master copy of the State Funded Compensatory Remedial Education Student Profile is included. (PN)

ED 231 905 UD 022 850

Incorporating Multicultural Education Into the Curriculum. Grades Four through Eight. Publication No. GC-89-1981.
Los Angeles Unified School District, Calif.
PUB DATE- 81
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 N. Grand Avenue, Los Angeles, CA 90012 ($7.50).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Activities; *Cultural Awareness; *Cultural Background; *Curriculum Enrichment; Curriculum Guides; Elementary Education; *Ethnic Groups; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; *Multicultural Education

This guide for teachers focuses on the educational aspect of cultural similarities and differences and is designed to develop acceptance of individual and group heritage. The materials covered deal with the roots of American culture and the sources of many customs that were brought to this country. The guide is divided into 9 sections: (1) self-identity and awareness of others; (2) family life in many cultures; (3) working and playing together; (4) the universality and differences of foods; (5) traditional folk arts and crafts; (6) variety of folk music; (7) stories and storytelling in many cultures; (8) words and phrases from many cultures; and (9) traditional celebrations. Each section contains activities that relate to interdisciplinary goals and to specific goals and objectives in art, reading, health, physical education, music, language arts, and social sciences for students in grades four through eight. Grids of multicultural similarities and relationships are also provided in each section. Cultural groups discussed include Blacks, European/Mediterranean Americans, Hispanics, American Indians and Eskimos, and Asian Americans and Pacific Islanders. (AOS)

ED 231 920 UD 022 873

Tobias, Robert; And Others
Project TRABAJO and Individualized Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Bilingual Education Programs; Career Education; Curriculum Development; Elementary Secondary Education; English (Second Language); Language Arts; Limited English Speaking; *Mathematics Achievement; *Mild Mental Retardation; Parent Participation; *Program Effectiveness; Program Evaluation; *Reading Achievement; Second Language Instruction; Spanish Speaking
IDENTIFIERS- *New York City Board of Education

This report presents the findings of the 1981-82 evaluation of two projects that served 200 mildly mentally retarded students of limited English proficiency (L.E.P.) in New York City Public Schools during the 1981-82 school year. Project TRABAJO served six middle and secondary schools, while Individualized Bilingual Education for Children with Retarded Mental Development (Chapter 720) served the same schools as well as six other elementary schools. The programs were funded separately, but they functioned cooperatively and served many of the same students. Chapter 720 funds provided for five paraprofessionals who assisted the classroom teachers in the individualization of instruction and materials development. Project TRABAJO funds provided additional administrative support staff and resource services. Both programs supported staff development, curriculum and materials development, and parent involvement activities. An evaluation of student achievement indicates that: (1) the programs were generally effective in promoting student growth in language arts skills and mathematics; (2) program objectives for reading and oral proficiencies in Spanish and English were attained, while the objective in mathematics was surpassed; and (3) student achievement in career education skills was evident. Suggestions for further improvement are offered in the evaluation. (AOS)

ED 231 677 SO 014 586

Curtis, Charles K.; Shaver, James P.
A Measure of Attitudes Toward Civil Liberties.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Civil Liberties; *Democratic Values; Due Process; Educational Research; Freedom of Speech; *Measurement Techniques; Political Attitudes; Secondary Education; Slow Learners; *Student Attitudes; *Test Construction; Test Reliability; Tests; *Test Validity
IDENTIFIERS- British Columbia
The Freedoms Scale was developed to assess the attitudes of slow learning and nonacademic secondary students in Canada toward democratic values, and, in particular, toward civil liberties. Vignettes were developed around situations describing threats to an individual or group's constitutional rights. Students were asked how they feel (e.g., strongly disagree, disagree, uncertain, agree, strongly agree) regarding the suggestion made at the end of each vignette. To obtain validity data, the Freedoms Scale was administered to high school students throughout British Columbia and to education students enrolled at the University of British Columbia. The Scale was found to have both construct and content validity. It has potential utility as an instrument for comparing attitudes of groups toward fundamental freedoms, for assessing the effectiveness of programs aimed at improving attitudes toward fundamental freedoms, and as a means of provoking discussion and debate. However, it is not sufficiently reliable to be used as a diagnostic instrument with individual students. The scale is included. (RM)

ED 231 767 SP 022 434

Smith, Roger M.
Affective Evaluation of the Elementary Methods Courses at Southern Utah State College.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Objectives; Attitude Change; *Course Evaluation; Elementary Schools; Higher Education; Individual Development; Methods Courses; Preservice Teacher Education; *Program Evaluation; Self Actualization; *Self Concept; Student Attitudes; Teacher Attitudes; Teacher Behavior; Teacher Education Curriculum

This study sought to determine if changes occur in preservice students' self-concepts during the quarter they are enrolled in an elementary education methods course. Subjects were 24 elementary education majors in their junior or senior year prior to student teaching. Pre- and post-testing instruments were the Tennessee Self-Concept Scale (T.S.C.S.) and a student questionnaire assessing the students' attitudes toward their teacher education program. The null hypothesis tested was that there would be no significant difference in self-concept as measured by the T.S.C.S. in students' scores at the end of the course. Findings indicated that the null hypothesis could not be rejected. Results differed on the T.S.C.S. and the student questionnaire on students' attitudes toward their teacher education program. The questionnaire indicated a stronger response to a positive self-concept change, while the T.S.C.S. scores reflected only a significant score. It was concluded that the findings from the T.S.C.S. combined with the questionnaire seemed to support the idea that a positive change in student self-concept had begun although not at significant levels. Scores from the T.S.C.S. and student questionnaire are included. (JD)

ED 231 530 PS 013 739

Olmsted, Patricia P.; And Others
Parent Perspectives on Home-School Relationships in a Compensatory Elementary Education Program.
PUB DATE- Mar 82
GRANT- G007701691
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Compensatory Education; Elementary Education; Family Relationship; *Low Income Groups; *Outcomes of Education; *Parent Attitudes; Parent Child Relationship; *Parent Education; Parent School Relationship; Questionnaires; Self Concept; Surveys
IDENTIFIERS- *Parent Education Follow Through Program

The major purposes of this study were (1) to collect evaluation information from parents concerning their perceptions of aspects of the Parent Education Follow Through Program (PEFTP), and (2) to collect information from parents concerning their opinions of how the program may have affected their families and their relationship with their children's schools. Subjects were 50 low-income families whose children were enrolled in programs at two sites. The first community was composed predominantly of black families in an eastern urban setting, while the second community was composed of both black and white families in a southern rural setting. A telephone interview, consisting of 33 predominantly open-ended questions, was conducted by a PEFTP staff member trained in survey research techniques. In general, most parents perceived home visits and home learning activities as helpful and felt that the program had also helped their children do better in school. Responses concerning the effects of the program on the family were more diverse; at least half of the parents perceived no change in their family as a result of the program. Slightly over half of the parents thought they felt differently about themselves as a result of participating. Additional results are discussed. (RH)

ED 231 561 RC 014 079

Hultkrantz, Ake; And Others
Shoshones in the Rocky Mountain Area. Student Workbook.
Wyoming Indian High School, Ethete.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- American Indian Culture; *American Indian History; *American Indians; *Instructional Materials; Land Settlement; *Learning Activities; *Life Style; Place of Residence; Secondary Education; Tribes; Vocabulary Development; Workbooks
IDENTIFIERS- *Shoshone (Tribe)

Derived from a monograph of the same title by Ake Hultkrantz, this student workbook contains seven articles which have been adapted for classroom use. Several student activities follow each article. Describing the Shoshones (who have historically lived in the neighborhood of the Rocky Mountains), the articles are titled: Historical Groupings, Shoshones in Northern Idaho, Shoshones and Bannocks in Eastern Idaho, "Diggers" in Southern Idaho and Northern Utah, Fort Bridger Shoshones, Mountain Shoshones in Wyoming, and Wyoming's Plains Shoshones. The articles discuss the life style of the various Shoshone groups: the Agaidika, Tukudika or Toyani, Bannocks, Hukandika, Pengwidika, Weber Utes, Kamodika, Haivodika, and Kucindika (known as Washakie's Shoshones). The student activities include 32 fill-in-the-blanks, 5 map reading exercises, 67 study questions, 24 vocabulary exercises using the dictionary, 24 matching Shoshone words to English words, a scrabble game, and 3 creative drawing exercises. (NQA)

ED 231 589 RC 014 195

Hanson, Wynne DuBray; Eisenbise, Margaret DeOcampo
Human Behavior and American Indians.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Adjustment (to Environment); *American Indian Culture; *American Indians; Case Studies; Child Rearing; *Counseling Techniques; *Culture Conflict; Family Structure; Intervention; Postsecondary Education; Religion; *Social Work; Tribes
IDENTIFIERS- *Cultural Values; Dual Perspective Approach; Oral Tradition

Divided into five sections, the monograph is intended to make students aware that the practices customary to social work agencies are not relevant to the needs of most American Indian clientele. The first section provides an overview of the following historical, geographical, and cultural areas of American Indian tribes: California, Plateau, Great Basin, Southwest, Plains, Southeast, Woodlands, North Pacific, and Arctic Coast. The overview briefly describes some characteristics of the Pomo, Me-Wuk, Nez Perce, Northern Paiute, Washo, Navajo, Blackfoot, Sioux, Choctaw, Iroquois, Tlingit, and Eskimo tribes. Section II summarizes the commonalities in religion, family structure, child rearing, the elders, communication, life, health, and culture found among the different tribes. The third section discusses the similarities of the tribes and compares them to the dominant society. This section explores the conflicting values of the dominant society and the American Indian regarding religion, family system, child rearing, the elderly, communication and oral tradition, and world view. Four case studies of actual cases that came through an urban Indian agency are discussed. Next, the dual perspective framework, which is perhaps the most relevant approach for serving American Indians, is discussed. The monograph concludes with a 266-item unannotated bibliography of materials pertaining to human behavior. (NQA)

ED 231 617 SE 041 901

Stephens, W. M.; Romberg, T. A.
Mathematical Knowledge and School Work. A Case Study of the Teaching of Developing Mathematical Processes (DMP).
Wisconsin Center for Education Research, Madison
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Case Studies; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Evaluation; Interviews; Mathematics Curriculum; *Mathematics Instruction; Observation; *Teaching Methods
IDENTIFIERS- *Developing Mathematical Processes; Mathematics Education Research

This study examined the aspirations of the Developing Mathematical Processes (DMP) program and sought to ascertain the extent to which it has been implemented in observed classrooms. DMP was intended to reshape conceptions of mathematical knowledge and school work and to create a pedagogy in which children would be active in creating and testing mathematical knowledge through an inquiry approach requiring exploration, investigation, choice, and judgment. Interviews in connection with a field study in 1978-80, when teachers taught each revised DMP topic for the first time, were replicated and extended with those teachers continuing in 1981-82 to teach the revised topics at the same grade levels. These interviews were complemented by a series of classroom observations. Among other findings, it was apparent that teachers tended to treat the mathematical content of DMP as a fixed body of knowledge which they were to transmit to students. As a result, the mathematics which was taught often differed markedly from what the DMP developers had intended. Moreover, teachers preferred to interact directly with students through group process and so reduced discussion and collaboration among students. Only rarely were the content and methods of DMP modified to meet the needs of students more effectively, or to better implement the mathematical goals of DMP. (AUthor/MNS)

ED 231 633 SE 042 069

Geraci, Joseph J.
Federal R&D Funding for Energy: Fiscal Years 1971-84. Special Report.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-83-301
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($3.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Budgets; Development; *Energy; Energy Conservation; *Federal Aid; *Federal Programs; Financial Policy; *Financial Support; *Government Role; *Nuclear Energy; Research; Solar Energy
IDENTIFIERS- Alternative Energy Sources; *Research and Development

Outlined in this report is the nature and disposition of research and development (R&D) funding on the part of Federal agencies responsible for implementing changing national energy policy objectives for 1971-84. These funding data are presented in three major sections: (1) Federal role in energy R&D support (focusing on recent trends, historical perspectives, and basic research); (2) nuclear energy R&D programs; (3) and non-nuclear energy R&D programs. Introductory material, highlights of major findings (focusing on recent funding trends), and energy R&D programs in the 1983 Federal budget are also presented. The latter include programs related to: solar energy; geothermal energy; nuclear fission; magnetic fusion; electric energy and energy storage systems; biological and environmental research; supporting research; fossil energy; energy conservation; uranium enrichment; as well as Nuclear Regulatory Commission and Environmental Protection Agency programs. Among the findings reported are those indicating: (1) significant shifts in Federal R&D energy funding policy during the past 12 years, in response to events on both the national and international scenes; and (2) growth in the share of energy within the Federal R&D total from 4 percent (1971) to 12 percent (1978-79), and a marked decline to 5 percent in the 1983 budget proposal. (JN)

ED 231 737 SO 014 977

Langeveld, Willem
Alternative Teaching Aids, or Why We Can Do Without the New Technology in Political Education.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Objectives; Comparative Education; *Computer Assisted Instruction; *Computer Oriented Programs; Educational Media; Educational Needs; Educational Technology; Elementary Secondary Education; *Humanistic Education; Humanization; Human Relations; Individualized Instruction; International Relations; Social Change; *Social Studies; Student Teacher Relationship; Technological Advancement; Television
IDENTIFIERS- Europe; Political Economics; Technological Change

Social studies educators should refrain from using computer-assisted instruction as much as possible; instead, they should create a program that reveals the hard facts of a computerized society and its dangers to civil liberties and human dignity. Past examples of the standardizing effects of technology reach as far back as the printing press. Currently, the new technology threatens even further homogenization of information. New developments are propagated by self-interested industries and welcomed by technocratic administrators desiring to economize on education. Further, reactionary technocratic governments promote the introduction of new gadgets in education not only for efficiency and economy, but also to get a stronger grip on its content. Although personal contact between teacher and child remains the major educative factor today, computers threaten this tradition by eliminating teacher authority and further isolating children from human interaction. While computers promise advantages in solving convergent problems, they also promise the inability to solve divergent problems requiring feeling, understanding, love, and ethical values. To counterbalance these influences of the technological revolution, teachers should develop their own teaching aids and make themselves independent of major publishers in their realization that there are no easy solutions to complex social problems. (LH)

ED 231 798 SP 022 674

Lindquist, E. Lorraine
Comparison of Verbal, Gesture, and Skill Data Observed in Complex Motor Skill Acquisition.
PUB DATE- 16 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Evaluation Criteria; *Evaluation Methods; Higher Education; Motor Development; Physical Education; *Skill Analysis; Skill Development; *Tennis

One novice subject's learning about the tennis serve was measured (over a 4-day period) by recording the subject's gestures and verbal remarks. This case study compared gestures, verbal remarks, skills, and form data to see which types best discriminated between days 1 to 4, and it also attempted to determine if discriminant analyses were suitable for such comparisons. Verbal data selected included: subject's evaluation of a serve, part of the serve described, and number of items the subject referenced. Gesture data selected included: body part used in the gesture, size of gesture, type of gesture, and number of gestures per serve. Results showed that generally gesture and verbal data appeared to better discriminate among days of early skill learning than did skill and form rating data. It was also found that the use of both contingency table and discriminant analyses is valuable. (Author/JMK)

ED 231 844 TM 830 312

Dole, Arthur A.; And Others

Meta-Analysis of Outcome Research in Reducing Test Anxiety: Interventions, Rigor, and Inertia.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Counseling; Higher Education; *Intervention; Rating Scales; *Research Design; *Self Evaluation (Individuals); *Test Anxiety; Test Construction; *Undergraduate Students
IDENTIFIERS- Effect Size; *Inertia Paradigm; *Meta Analysis; Rigor (Evaluation)

A meta-analysis of 78 published studies, from 1966 to 1979, on test anxiety reduction in college students was concerned with: (1) to what extent did treatment methods differ in efficacy; (2) to what extent was rigor in experimentation associated with outcome; and (3) to what extent was inertia, as a characteristic of research, associated with outcome? Each study was rated; the values on the measures of Rigor and Inertia were audited and discrepancies adjusted. Effect Size was computed, interventions identified, and the reliability of these procedures was established. Preliminary analyses of both the DiTomasso Methodology Inventory (DMI) and the Checklist for Ert vs. Inert Qualities (CEIQ) included item factor analyses, Cohen's Kappa of individual items, item means, and standard deviations. The average Effect Size--for each study for which information was available--and Rated Importance were correlated with Rigor as measured with the DMI, and Inertia, as measured by the CEIQ. In general, the findings were consistent with those of Glass and associates in confirming the value of contemporary counseling and psychotherapy as an intervention for college students with self-reported test anxiety. It appears that simple relaxation is as helpful as more complex and time consuming treatments. (PN)

ED 231 891   UD 022 822

Lewis, Claude, Ed.; Perry, Carrolle, Ed.
The State of Black Philadelphia 1982.
Urban League of Philadelphia, Pa.
PUB DATE- 82
AVAILABLE FROM- Urban League of Philadelphia, 1930 Chestnut Street, Suite 300, Philadelphia, PA 19103 ($3.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; *Affirmative Action; Black Attitudes; *Blacks; Business; *Crime; *Employment Opportunities; Enrollment; Federal Aid; Federal Programs; Higher Education; High Schools; *Housing Opportunities; Mass Media Effects; Politics; Public Policy; Racial Discrimination; State Programs; Youth Employment
IDENTIFIERS- *Pennsylvania (Philadelphia)

The articles in this report describe current social conditions of blacks in Philadelphia, Pennsylvania, and examine how government policies can affect such conditions. Brenda Maisha Jefferson Jackson discusses black housing opportunities and the negative impact of racial discrimination, political powerlessness, and economics on these opportunities. Carl E. Singley examines crime as a political issue, the impact of crime on blacks, and black support of anti-crime proposals. Jean E. Moore considers black attendance and faculty representation in institutions of higher education, reviews programs that extend blacks' educational opportunities, and presents recommendations for increasing black access to higher education. Willie F. Johnson explores youth employment and underscores the need for continued government intervention to increase youth employment opportunities. Elmer Smith examines the distorted image of blacks depicted in the media. Thaddeus P. Mathis discusses potentially disastrous effects of government budget cuts and developments in Philadelphia politics on the black community. John P. Fernandez discusses the Reagan administration's conservative stand on affirmative action, and presents recommendations for greater affirmative action in Philadelphia. Finally, Beverly Harper describes poor conditions for business in Philadelphia, and explores how the government and private sector can be involved in developing business opportunities in the city. (MJL)

ED 231 515 PS 013 598

Zukow, Patricia Goldring
The Transition from Gestural to Linguistic Communication: Social Variations in a Mestiza Population.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Child Caregivers; *Communication (Thought Transfer); Comprehension; Early Childhood Education; Foreign Countries; *Infants; *Language Acquisition; Linguistic Competence; *Teacher Role
IDENTIFIERS- *Mestizos (People); Mexico; *Toddlers

This study, an intra-cultural comparison among a Mestiza population in Central Mexico, was designed to investigate what the universal and culture-specific aspects of children's transition from sensorimotor to linguistic communication might be. (The culture-specific aspect was defined in this study as the degree to which caregivers provided sensorimotor information when messages were not immediately comprehended.) A total of 17 caregiver/child pairs selected from urban and rural areas were videotaped at 6-week intervals over a 9- to 12-month period. These videotapes were then examined to assess the nature and sources of variations in caregiver style. Each sequence was described in terms of attention and the sensorimotor structure of the event: in other words, the propositional content and the interactional setting. The propositional content was categorized in terms of persons, objects, and location. In general, results indicated that, in interactions with less-educated caregivers, the missing information was provided serendipitously or unintentionally by the natural unfolding of events or by spontaneous acts of siblings. The more-educated caregivers appeared to be continually monitoring the child and correcting themselves and the child in order to assist comprehension. (MP)

ED 231 603 RC 014 220

Serrano, Vicente Z.
Migrant Education. Issuegram 39.
Education Commission of the States, Denver, Colo.
PUB DATE- 22 Dec 82
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00, includes postage and handling; 10 or more, $1.50, prepaid; $1.00 additional cost on all non-prepaid orders).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Coordination; Dial Access Information Systems; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Migrant Education; *Migrant Problems; Online Systems; *Program Effectiveness; Student Records
IDENTIFIERS- Credit Accrual; Migrant Student Record Transfer System

Migrant children often do not get an adequate education due to such barriers as economic pressures to leave school; school personnel's negative attitudes toward migrant students; different programs, curricula, and testing practices over districts and states; and reduced access to special education services. Recently, special federal and state programs have provided for educational continuity, transferable records, and special accommodations for the education needs of migrant students. The Migrant Student Record Transfer System (MSRTS) has provided a computerized, transferable data base on each migrant student. Migrant education skills lists have enabled states and school districts to transfer student records in a uniform manner. Special education and migrant health services have been coordinated with migrant education programs. However, schools need to be encouraged to use the MSRTS more extensively and to work toward more reciprocity in the accrual and exchange of student education credits. At an August 1981 meeting, nine resolutions toward migrant student access, continuity, and achievement were adopted, i.e., coordinating state efforts to identify, recruit, enroll, and educate migrant students; developing a resource directory; improving and monitoring the MSRTS; disseminating information nationally on secondary programs; and involving migrant parents in their children's education. Six additional reading sources are cited. (NQA)

Grove, Neal; Hansel, Bettina
The Study of the Dynamics of Hosting. Preliminary Report, 1980-81 Phase and Preliminary Report, 1981-82 Phase.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Educational Research; *Family Attitudes; *Family Characteristics; Foreign Students; High School Students; *International Educational Exchange; Program Effectiveness; Secondary Education; *Student Characteristics; *Student Exchange Programs; *Success
IDENTIFIERS- *Host Nation Programs; United States

Experiences of 12 American families who hosted American Field Service (AFS) international exchange students (ages 16-18) are documented. The purpose of the study was to understand more fully the dynamics of the normal, reasonably satisfactory hosting experience. Each case study presents background information on the family, a narration of significant events during the student's sojourn, and a chart depicting the emotional swings experienced by the family. Seven families experienced the somewhat normal adjustment cycle that began with satisfaction with the student's integration into the household followed by disillusionment or moodiness on the part of the student, and ending on an upswing after problems had been worked out. Dynamics working in these cases were lack of enthusiasm of host siblings, hypercritical stance taken by the exchange student, absence of a host sibling in the home, difficult personality of the student, unwillingness of the student to participate in family life, and a clash of student goals and family expectations. Four host families experienced no negative adjustment periods. Dynamics of these positive experiences include delightful personality of exchange student, suitability of the student for the experience, a large host family comprised of members with differing interests, and accepting nature of both student and family. One hosting experience was terminated early, the reason being lack of communication between the family and the student. (KC)

ED 231 751 SP 022 322

Beran, Janice A.
Her Story in Iowa Basketball 1893-1927. Acceptable Athleticism.
PUB DATE- 14 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basketball; Community Attitudes; *Community Support; High Schools; *Local History; Physical Activities; Recreational Activities; Rural Schools; *Rural Urban Differences; Small Schools; Social Attitudes; *Womens Athletics
IDENTIFIERS- *Iowa

During the early decades of this century in rural Iowa, basketball for girls served to bring excitement and diversion in an otherwise bleak environment. It provided a chance for the girls to travel, occasionally to large cities. Playing basketball enhanced the girls' relationships with school peers and teachers and served to bring recognition and prestige to the school. Community solidarity and unity was strengthened through the sports program, and it was supported and encouraged by parents and townspeople. In the rural and small towns, high schools did not place strong demands upon sport facilities as city schools did. Girls' and boys' sports were treated equally in terms of facility use and monetary support. Basketball held an important position in the educational setting and school administrators recognized its merit and function. Contrary to the prevailing philosophy in other sections of the country and in large urban areas, rural and small town schools in Iowa provided the opportunity for girls to be athletes. (JD)

ED 231 783 SP 022 615

Dougherty, Neil J., IV, Ed.
Physical Education and Sport for the Secondary School Student.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-249-X
PUB DATE- 83
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance, P. O. Box 704, Waldorf, MD 20601 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Athletics; Dance Education; Exercise; Leisure Time; *Lifetime Sports; Motor Development; *Outdoor Activities; Physical Education; *Physical Fitness; *Recreational Activities; Recreational Facilities; Secondary Education

This book provides an overview of sports and information on skills and technique acquisition, safety, scoring, rules and etiquette, strategy, equipment, and related terminology. The emphasis is on individual and dual sports for which facilities are widely available and body contact is limited or unnecessary. Chapters are included on: (1) Health Fitness (Russell R. Pate); (2) Motor Skill Development and Evaluation (Jerry R. Thomas and Jack K. Nelson); (3) Archery (Ruth E. Rowe and Julia Heagey Bowers); (4) Badminton (Arne L. Olson); (5) Basketball (Gene Doane); (6) Bowling (Norman E. Showers); (7) Dance in Education (Dennis Fallon); (8) Field Hockey (Barbara J. Belt and Barbara J. Reimann); (9) Coed Flag Football (Maryann Domitrovitz); (10) Golf (DeDe Owens); (11) Tumbling (Diane Bonanno and Kathleen Feigley); (12) Jogging (Russell R. Pate); (13) Orienteering (Arthur Hugglestone and Joe Howard); (14) Self-defense (Kenneth G. Tillman); (15) Racquetball/Handball (John P. Smyth); (16) Soccer (John F. Fellenbaum, Jr.); (17) Softball (Becky L. Sisley); (18) Swimming (Anne Ross Fairbanks); (19) Team Handball (Mike Cavanaugh); (20) Tennis (Jim Brown); (21) Track and Field (LeRoy T. Walker and Suzi D'Annolfo); (22) Volleyball (Barbara L. Viera); (23) Weight-training (Bob Ward); (24) Wrestling (Irwin Hess); and (25) A Career in Physical Education and Sport (Robert D. and Joyce A. Clayton). (JD)

ED 231 829 SP 022 743

Prevention '82.

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

REPORT NO.- DHHS-PHS-82-50157
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Disease Control; Federal Government; Federal Programs; Futures (of Society); Government Role; *Health Education; *Health Needs; *Health Programs; National Norms; *Prevention; Public Agencies; *Public Health
IDENTIFIERS- *United States

This document summarizes some of the major developments now underway in health promotion and disease prevention and reviews the federal contribution to achievement of prevention objectives. The first chapter focuses on opportunities in health promotion which offer the key to many potential improvements in the national health status profile and which are priorities for the Department of Health and Human Services (DHHS). Chapter 2 displays, in chart form, aspects of health-related trends, both for the population as a whole and for five age categories. Health trends depicted in these charts highlight the major causes of diseases and death for each age group. The third chapter reviews the prevention roles of the DHHS agencies and provides highlights of recent, prominent agency accomplishments in prevention. A complete picture of DHHS activities, directed toward improving the general health status of the American people, is provided. Chapter 4 presents a comprehensive inventory of health promotion and disease prevention programs and activities within the DHHS. This publication includes numerous charts, figures, and tables. (JMK)

ED 231 575 RC 014 181

Bottenfield, James F.

Iowa Annual Evaluation Report for Migrant Programs, Fiscal Year 1982.

Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Cooperation; *Ancillary School Services; Annual Reports; *Compensatory Education; Elementary Secondary Education; Enrollment; *Migrant Education; Migrant Health Services; *Migrant Programs; Parent Participation; *Program Effectiveness; Program Evaluation; Spanish Speaking; *State Programs; Student Recruitment; Summer Programs
IDENTIFIERS- ESEA Title I Migrant Programs; *Iowa

During fiscal year 1982, five regular school year and three summer migrant programs were conducted in Iowa. In the regular school year programs, 11 teachers and 2 aides (all bilingual) served 251 K-12 students, 211 of whom were Spanish dominant. During the summer programs, 8 teachers and 6 aides (all bilingual) served 168 K-12 students, 121 of whom were Spanish dominant. Curriculum included English oral language development, reading, mathematics, and cultural development. Health, music, art, and field trips were also provided during the summer. Staff received inservice training in all programs. Supportive services included nutritional services and vision, audio, dental, and immunization screenings, with treatment administered when necessary. The local education agencies (LEAs) employed various methods to recruit migrant children and to establish the children's educational needs. An unduplicated count of 127 migrant parents participated in some manner with the schools. The LEAs reported utilization of the Migrant Student Record System, especially the Skills List concept; cooperation with other agencies serving the migrant population; numerous methods to disseminate information; maintenance of contact with the State Education Agency; and successful assimilation of the educational components by the migrant children. (NQA)

ED 231 663 SE 042 204

Blackburn, Katie; White, David
Circumference and Problem Solving.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; *Induction; *Mathematical Concepts; Mathematics Education;

*Mathematics Instruction; *Problem Solving
IDENTIFIERS- *Circumference; *Pi (Mathematics)

The concept of pi is one of great importance to all developed civilization and one that can be explored and mastered by elementary students through an inductive and problem-solving approach. Such an approach is outlined and discussed. The approach involves the following biblical quotation: "And he made a moltin sea ten cubits from one brim to the other: It was round all about, and its height was five cubits, and a line of thirty cubits did compass it round about." The quotation is reproduced on the board and students, in a problem-solving situation, attempt to try to find the value that the Hebrews attributed to pi. Materials needed for students to investigate this problem themselves inductively include straight pins, manilla folders, centimeter graph paper, envelopes, strip of colored tape, and large adhesive dots. In addition to detailed instructional strategies, extension and enrichment ideas are provided. These include measuring "around" and "across" circles with a flexible ruler and working with a mnemonic devised to remember pi to 30 decimal places. (JN)

ED 231 678 SO 014 615

D'Antonio, W. V.
Nibbling at the Core. Draft.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Course Content; Educational Needs; Educational Objectives; Higher Education; *Instructional Improvement; *Introductory Courses; *Sociology; *Teaching Methods; Undergraduate Study

Undergraduate introductory sociology courses should actively engage students in learning the concepts, theories, and research methods that comprise the core knowledge of the discipline. The course should introduce the social theorists Durkheim, Marx, Mead, and Weber. Social concepts of the human group, social system, and social organization; structural social inequality; socialization and social change; industrialization; urbanization; and the demographic transition should be included. Methodologies should cover social facts, concepts, generalizations, and hypotheses; variables; participant observation, questionnaires, and use of local records; reading and constructing percentage tables; and sampling. Students should be able to see the world sociologically, understand the policy implications of sociology, consider sociology as a possible major, and see the relationship between sociology and work. Course materials such as Durkheim's suicide study, for example, can introduce a variety of concepts at different levels of abstraction as well as methodological issues. Blau's "Dynamics of Bureaucracy" introduces the complex organization through functional theory, a range of methods, and the interplay of formal and informal groups. Marx provides an opportunity to distinguish between social theory and research on the one hand and social action on the other. Strategies should involve games and simulations, short papers on newspaper and magazine articles, essay exams, and a term paper. (KC)

ED 231 708 SO 014 752

Lundin, Janet, Ed.; Smith, Theodore, Ed.
Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit.

PUB DATE- 82
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Education; *Curriculum Development; Dance Education; Drama; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Interdisciplinary Approach; Multicultural Education; Music Education; Program Development; Program Evaluation; Special Education; *Theater Arts; *Visual Arts

The framework is organized to assist curriculum planners in designing a curriculum that has a triple thrust--one that develops the unique characteristics of each of the arts, interrelates the arts, and infuses the arts into the general curriculum as appropriate. Chapter 1 discusses the commonalities of the arts. Chapters 2 through 5 examine the unique aspects of each discipline: dance, dance/theatre, music, and visual arts. The individual discipline sections follow similar formats and include discussions of special terms, objectives, program development, students with special needs, multicultural education, careers, and evaluation techniques. Chapter 6 provides a guide for interrelating the arts and for integrating the arts in the total learning process. The concluding chapter discusses what is needed to develop an adequate program for all of the arts. Appendices contain criteria for evaluating instructional materials and an annotated bibliography of references for each discipline. (RM)

ED 231 723 SO 014 894

Action Programmes for the Qualitative Improvements of Population Education. Report of a Regional Consultative Seminar (Bangkok, Thailand, October 11-18, 1982).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- UNESCO-P-RAS/74/Ed.1
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Comparative Education; Curriculum Development; *Educational Improvement; *Educational Needs; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Information Services; *Population Education; Professional Training; Program Descriptions; Program Evaluation; Regional Cooperation
IDENTIFIERS- *Asia

Twenty-seven participants from Asian countries shared their country's experiences in population education. There are four major chapters to the report. Chapter one reviews developments, trends, and problems in population education. Examined in the second chapter are the needs, requirements, and action programs for the qualitative improvement of population education at the national and regional levels. Regional cooperation in population education is the focus of chapter three. A summary of recommendations is provided in the fourth chapter. Annexes contain a list of participants, the texts of several addresses, and a chart outlining the accomplishments of the national population education programs in the areas of curriculum development, personnel training, research and evaluation, and documentation and information exchange. (RM)

ED 231 768 SP 022 435

Zahorik, John A.; Kritek, William J.
Using Direct Instruction.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Administrator Attitudes; Discipline; Elementary Education; *Instructional Development; *Principals; Program Evaluation; Program Implementation; Small Group Instruction; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teaching Methods; Teaching Styles
IDENTIFIERS- *Direct Instruction

A study determined how direct instruction is being used and why it is being used the way that it is. Data were collected through observations and interviews from teachers and principals in 12 elementary schools involved in a school improvement project based, in part, on direct instruction. Results show that, in general, the elements of direct instruction were employed, but some elements were used more than others. The most frequently used elements were those associated with teacher control, while those associated with lesson progression were used the least frequently. Deviations in use of the elements of direct instruction were related to teachers' interest in high cognitive level thinking and individualization, and to setting constraints. Overall use of direct instruction was related to teachers' knowledge of and training in direct instruction and principal support for teachers' use of direct instruction. (Author/JD)

ED 231 860 TM 830 410

O'Neal, Sandra
K-12 Guidance/Counseling Program. District Evaluation Report and Counseling Process Activities.
Albuquerque Public Schools, N. Mex.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Counseling Techniques; Decision Making; Elementary Secondary Education; Program Development; *Program Evaluation; *Program Improvement; *School Counseling; School Counselors; *School Guidance; Time Management

Each of the four chapters of this report discusses a different aspect of the total evaluation for formulating the new Kindergarten-12 Guidance/Counseling Program document. Each chapter is developed on the analysis of several sets of data which are detailed in the appendices. The report supplies a broad data base from which decisions for program refinement could be made prior to the 1982-83 school year. The scope of the report is limited to the introduction and initiation phases for the new program document from December, 1981 to May, 1982. The chapters examine: (1) time available for the K-12 guidance/counseling program; (2) evaluation of the K-12 guidance/counseling program document; (3) preparation for the implementation phase; and (4) counseling process activities. A companion document, "Counseling Process Activities," accompanies this report and contains the 30 counseling process activities discussed in chapter four. The activities publication serves as a sample source document as well as a part of the evaluation. (PN)

ED 231 876 TM 830 480

Perry, Marcia D.

A Meta-Analysis of Title I/Chapter 1 Sustained Effects Study.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Gains; *Basic Skills; Compensatory Education; Educational Legislation; Elementary Education; *Evaluation Utilization; Pretests Posttests; *Program Evaluation; *School Districts; Test Interpretation; Test Results
IDENTIFIERS- Interval Scales; Kentucky; *Meta Analysis; Normal Curve Equivalent Scores; *Sustaining Effects Study; Title I Evaluation and Reporting System

The sustained effects studies of Title I programs in 130 school systems in Kentucky were analyzed. The purpose of the review was to examine the types of questions asked, the results of the studies, and the ways in which results were interpreted and utilized. There were 109 summer effects studies. These showed that overall, the gains of Title I were sustained over the summer. There were normal curve equivalent losses over the summer but the losses may reflect no more than the difference between gains made by projects on a fall-spring testing cycle and those made by projects on a spring-spring cycle. This analysis presents some of the problems encountered by local educational agencies (LEA) and suggests guidelines to use in the future to improve the studies. The significance of the sustained effects studies was not so much in the results of the studies as it was in the process of the studies. LEAs took a much deeper look at what they were doing in their projects and at the consequences of their efforts. They took a closer look at their process of testing and their interpretation of test results in the evaluation of program impact. (PN)

ED 231 906 UD 022 851

Green, Thomas F.
Excellence, Equity, and Equality.
PUB DATE- 83
AVAILABLE FROM- Longman, Inc., 19 West 44th Street, New York, NY 10036 (ISBN-0-582-28375-2, $30.00 for book).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; Access to Education; Educational Attainment; *Educational Objectives; *Educational Quality; Elementary Secondary Education; *Equal Education; Higher Education; *Public Policy; Social Influences

This chapter examines the relationship among three central values that have figured significantly in educational policy-making: excellence, equity, and equality. Arguing that these ideals may conflict with one another as to meaning, levels of aggregation implied, and implementation requirements, the author stresses that all these ideals can be honored through policy that resolves the conflicts. It is pointed out that inequalities in educational achievement or attainment which result from choice, ability, or virtue, are different from those attributable to differences in such characteristics as sex, social class, race, or geography, and that only the latter inequalities are inequitable. In practice, it is emphasized, these factors are difficult to disentangle, but large inequalities generally constitute evidence of inequity. Acknowledging that at different times and in different conditions, one or the other of the three ideals will prevail, the author nevertheless suggests that in educational policymaking, excellence often has priority over equity. While it is admitted that pursuit of excellence is difficult, it is also maintained that such a pursuit offers the best guarantee of equity in the long run, insofar as criteria for excellence are applicable to all. (MJL)

ED 231 531 PS 013 740

Ellis, Barbara H.; And Others
Implementation Assessment of a Parent Involvement Program and the Relationship between Level of Implementation and Child Achievement.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Youth; *Compensatory Education; Educational Innovation; Grade 1; Home Visits; Interviews; Low Income; *Mathematics Achievement; Parent Education; *Parent Participation; Primary Education; *Program Effectiveness; *Reading Achievement
IDENTIFIERS- Implementation Analysis; *Parent Education Follow Through Program; Virginia (Richmond)

The first purpose of this study was to investigate the use of home learning tasks by participants and nonparticipants of the Parent Education Follow Through Program (PEFTP) in Richmond, Virginia. The second purpose was to examine the relationship within the PEFTP sample between parents' use of home learning tasks and two areas of student achievement: reading and mathematics. A total of 48 PEFTP and 8 non-PEFTP parent/child dyads participated in the study; all child subjects had participated in kindergarten programs, were low-income first graders, and were of black ethnic background. Three measures were used to gather data: (1) an adapted version of the Levels of Use (LoU) Interview Instrument, (2) a Categorical Data Check Sheet, and (3) the Metropolitan Readiness Test. Findings indicated that PEFTP at the Richmond site had been generally successful in assisting the sample of PEFTP parents to teach their children at home. Evidence was found to support the theoretical positions of other researchers, who collectively depict change as a developmental process encompassing various stages of growth, a mutual adaptation process affecting both recipient and innovation, and an interdependent process influenced by other variables. Neither students' reading nor mathematics achievement was significantly related to LoU. However, results for LoU and reading achievement did indicate a need for further study. (Author/RH)

ED 231 546 PS 013 766

Roscoe, Bruce; Peterson, Karen L.
E.T.: Preschool Children's Perceptions.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Characterization; Films; *Perception; *Preschool Children; Preschool Education; *Science Fiction
IDENTIFIERS- *Animism; *Piagetian Stages

An exploratory study investigated preoperational children's understanding of the fictional movie character E.T. (The Extra-Terrestrial). Of 40 participating children (ages 40 to 66 months), 85 percent indicated they had seen the movie. Data were collected according to an interview method, and responses were recorded on audiotape, transcribed, and analyzed in terms of frequencies and percentages. Questions concerned direct aspects/qualities of the fictional character (e.g., Is E.T. alive? What does E.T. look like? Is E.T. an adult or a child? What is E.T.'s sex?). Although an initial examination of the data indicated 50 percent of the children believed E.T. was alive, when responses were inspected by subject's age, it was found that older children were less likely to attribute life to the character. This and additional findings are discussed in reference to the kinds of support children gave for their responses, their tendency to center on a single behavior and perceive it as highly salient, and the egocentric nature of their thought. (RH)

ED 231 590 RC 014 196

Hanson, Wynne DuBray; Eisenbise, Margaret DeOcampo
Social Work Methods of Intervention with American Indians.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; *American Indians; Case Studies; *Counseling Techniques; Cultural Differences; *Culture Conflict; Interpersonal Relationship; *Intervention; Mental Health; Postsecondary Education; *Social Work
IDENTIFIERS- Dual Perspective Approach; *Relevance (Cultural)

The monograph points out that in helping American Indian clients, social workers should be aware of the differences in basic values that could exist which would not only negate the intended assistance, but may be the source of cultural conflict. Examples of some basic value differences which have been found to be characteristic and wide-spread are discussed. The monograph suggests two methods of intervention which have been found to be valuable toward the delivery of culturally relevant services to Indian clients: dual perspective (the conscious and systematic process of perceiving, understanding, and comparing simultaneously the values, attitudes, and behavior of the larger societal system with those of the client's immediate family and community system), and existential model (based on the assmption that the degree of the outcome's success is directly a function of the relationship the social worker establishes with the client). Application of the existential model is illustrated in a case study which has been "put together" to clarify some of the unclear notions of how to apply the existential concepts. Cultural conflicts which were averted through the intervention of workers trained to provide "culturally relevant" services are discussed. The monograph concludes with a 349-item unannotated bibliography. (NQA)

ED 231 634 SE 042 070

Waste in Place. A New Sequential Curriculum Covering the Behavioral Aspects of Waste Management for Grades K-6. Teacher Background and Seven Units .

Keep America Beautiful, Inc., New York, N.Y.

PUB DATE- 79
AVAILABLE FROM- Keep America Beautiful, Inc., 99 Park Avenue, New York, NY 10016 ($40 plus $3 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Decision Making; Educational Games; Elementary Education; *Environmental Education; Interdisciplinary Approach; *Learning Activities; Simulation; *Solid Wastes; *Waste Disposal; *Wastes

"Waste in Place" is an interdisciplinary, sequential curriculum for kindergarten through sixth grade. The eight units in the curriculum (one offering background information for teachers and one for each grade level) offer students the opportunity to learn about proper management of solid waste and the role of the individual in determining the best waste management processes for his/her community. Individual grade units may be used as a separate course of study, learning episode, or mini-course. In addition, many unit activities are suitable across grade levels. Each unit includes purpose, concept fostered, objectives, evaluation methods, recommended time schedule, key vocabulary words, learning activities, and recommended resources (audio-visual aids and bibliography). Teacher background information, program philosophy, and vocabulary words are included in an introductory section. Areas addressed in units include: difference between natural and man-made objects (kindergarten); difference between waste and litter (grade 1); importance of containerizing trash (grade 2); normative system supporting attitudes toward waste handling in the community (grade 3); how normative system relating to waste handling is applied in homes, school, and neighborhood (grade 4); the wide range of waste disposal techniques (grade 5); and, through a simulation game, the decision-making process involved in waste management (grade 6). (JN)

ED 231 647 SE 042 098

Brennan, Mervin M.
Illinois Inventory of Educational Progress. Mathematics Results for 1980 and 1981.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Achievement; *Educational Assessment; Educational Objectives; Educational Research; Educational Trends; Elementary Secondary Education; *Factor Analysis; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Problem Solving; *Testing; Test Items
IDENTIFIERS- Illinois; *Illinois Inventory of Educational Progress; Mathematics Education Research

This document provides an overview of the 1980 and 1981 Illinois Inventory of Educational Progress (IIEP) in mathematics. Development of the IIEP is discussed, and results and analyses of the tests administered to students in grades 4, 8, and 11 are presented. Test items are included. Factor analysis identified two factors, "knowledge of mathematical skills and relationships" and "mathematical problem-solving ability." Appendices include answer keys, tables of mathematical items and objectives, and a list of available documents on the IIEP. (MNS)

ED 231 799 SP 022 675

Armstrong, David G.
Evaluating Teacher Induction Processes Associated With the Conditions of Practice.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Beginning Teachers; Career Change; Decision Making; *Educational Environment; Elementary Secondary Education; *Institutional Characteristics; Teacher Education; *Teacher Orientation; *Teacher Participation; Teacher Persistence; Teacher Supervision

An induction system for beginning teachers should provide continued support in the instructional area and also induct the newcomer into the general operational and social milieu of the individual school. The following areas of concern in the process of teacher orientation are discussed: (1) What information is provided regarding the decision making processes in the school, what opportunities are provided to involve them quickly into these processes, and what kind of system is there to provide new teachers with information in this category? (2) What specific procedures are in place to provide information and counseling to beginning teachers about conflicting roles they have as teachers? (3) Is there a system of planning and organized support for the new teacher provided by the principal or another mentor, and to what extent are there systematic attempts to familiarize new teachers with the community? (4) What procedures are there to inform new teachers of the general orientation of the school toward expected outcomes of instruction and teacher accountability? and (5) Is every effort made to assure that beginning teachers are assigned to teach courses where there is a legitimate chance for them to succeed? (JD)

Palaich, Bob; Burnes, Donald

Teacher Shortages in the Next Decade. Issuegram 24.

Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Trends; Education Majors; Elementary Secondary Education; *Enrollment Trends; *Futures (of Society); Incentives; Mathematics Teachers; Science Teachers; Teacher Education; Teacher Education Programs; Teacher Employment; *Teacher Recruitment; Teacher Salaries; *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)

Between now and 1990, the number of classroom teachers needed in the United States will rise, from 2,380,000 in 1984 to a projected all-time high of 2,640,000 in 1990. Supplying qualified teachers to fill that record number of positions may be difficult, however. Among the reasons that many more teachers may be needed are increased enrollment; a new focus on mathematics, science, and technology; improved teacher-pupil ratios; the provision of new services for special pupils; and increased emphasis on training students for jobs. Among the reasons that teachers may be in short supply are the proliferation of policies to restrict entry into teaching and an erosion of the benefits and image of the profession. Currently, there is a severe shortage of mathematics and science teachers in many states. States have considered several policies to alleviate these shortages. One policy supports incentives, typically through undergraduate scholarship or loan programs, for college students to become science and mathematics teachers. Differential salary scales for mathematics and science teachers have been suggested, as have one-time bonuses. Other policies considered seek to link mathematics and science teaching more closely with industry. Several key policy considerations raised by teacher shortages are also discussed. (JMK)

ED 231 921 UD 022 874

Torres, Judith A.; And Others
Sarah J. Hale High School. Project BECOME. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
GRANT- G00-800-6581
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Curriculum Development; English (Second Language); French; Haitian Creole; *Haitians; High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Science Instruction; Social Studies; Spanish Speaking; Staff Development; Vocational Education
IDENTIFIERS- New York City Board of Education; Project BECOME NY

Project BECOME at Sarah J. Hale High School in Brooklyn, New York, was designed to provide instruction in English as a second language and in native language arts, as well as bilingual instruction in social studies, mathematics, and science, for Hispanic and Haitian high school students of limited English proficiency. In 1981-82, the second year of implementation, the project served 210 students. This report describes the project context, participant characteristics, objectives, organization, staffing, instructional activities, noninstructional activities (support services, curriculum development, parent involvement, staff development, and extracurricular activities), and evaluation. Evaluation results indicate that, in general, the program participants (1) met the criterion objective of one English syntax objective mastered per month of instruction; (2) made gains in English language skills, native language arts (Spanish, or French and Creole) mathematics, science, and social studies; (3) achieved high rates of success in business and vocational courses; and (4) had an attendance rate that was higher than the overall school attendance rate. Recommendations for improving the effectiveness of the program are presented. (MJL)

McMurphy, John R.

Daycare and Preschool Handbook for Churches.

REPORT NO.- ISBN-0-915684-94-2
PUB DATE- 81
AVAILABLE FROM- Christian Herald Books, 40 Overlook Drive, Chappaqua, NY 10514 (Paper, $7.95; discount on orders over 25 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTIONS- *Church Programs; *Day Care; Day Care Centers; Early Childhood Education; Guidelines; *Leadership Responsibility; *Preschool Education; *Program Administration; *Program Implementation

Designed to guide church groups interested in opening and operating day care and preschool centers, this book offers a view of such centers as extensions of the church. Contents of the volume are divided into four parts devoted to (1) getting a church early childhood education program started, (2) administering the center, (3) operating the new program, and (4) providing leadership for the program. Numerous brief chapters in each of these parts address a broad range of topics. The first two chapters of part 1 discuss starting an early childhood education ministry in the local church and provide suggestions for helping the pastor or committee present plans for such a ministry to the church. Most chapters offer guidelines for center operation and include illustrative charts, checklists, brochures, schedules, checks, and other forms. Topics handled in somewhat greater depth focus on selecting the center staff; setting tuition and fees; handling income and expenses; record keeping; reporting and projecting center activities; enrolling prospective students; operating the food-service program; establishing discipline; planning the daily program; and examining the director's job description, qualifications, and responsibilities. Appended are a parent information booklet and teacher inservice and management guidebooks. (RH)

ED 231 562 RC 014 081

Mitchinson, Don F.
Outdoor Education Residential Programs; "Where We've Been--Where We Are--Where We're Going."
PUB DATE- 9 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Camping; Educational Trends; Elementary Education; *Futures (of Society); Organizational Objectives; *Outdoor Education; Program Costs; Program Descriptions; *Program Development; *Resident Camp Programs
IDENTIFIERS- *Geneva Public Schools NY

Although residential experiences in outdoor education have gone through many changes and refinements over the years, the basic concept remains unchanged--to provide school children with both outdoor activities and group living opportunities. In the 1930's, the W.K. Kellogg Foundation developed a camping program in the Battle Creek (Michigan) Public Schools and established several year-round camps, including one offering remedial services for handicapped children. In 1946 Edwin Pumala implemented the San Diego City-County Camping Program which emphasized conservation learning. Today various outdoor learning experiences are provided by national parks, Department of Environmental Conservation centers and camps, college facilities, public and private nature centers, and community nature trails and parks. The Geneva Public Schools (New York) provide a 2-3 week program for 2.5 days and participate in a strand-type curriculum with a central core of forestry. However, like many schools, the program is beginning to experience a "budget crunch," and the solution is not easily defined. Outdoor education has come a long way in the past half century but is now standing at a crossroad. Nine general and 13 specific objectives for a residential outdoor education program are listed. NQA)

ED 231 618 SE 041 904

Mathematics at A-Level. A Discussion Paper on the Applied Content.
No. 93.
Mathematical Association, Leicester (England).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Committees; *Course Descriptions; *Educational Planning; Foreign Countries; *Mathematical Applications; *Mathematics Curriculum; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Student Characteristics
IDENTIFIERS- *England

In September 1979, the Mathematical Association in England held a weekend seminar on the scope of Applied Mathematics at A-level, and a subcommittee was established to consider the topic at more length. This paper is the first product of the subcommittee's deliberations. Sections 1 and 2 describe the background to current A-level courses: (1) who takes A-level Mathematics, and what do they go on to? and (2) a resume of current A-level syllabuses. Section 3 discusses the Applied Mathematics which should form a compulsory component of a single-subject A-level Mathematics exam, and section 4 presents a proposal for a single-subject A-level Mathematics course. An appendix contains data on students who take the A-level course. (MNS)

ED 231 738 SO 014 978

Homan, Roger
New Technology: Servant or Master of Social Science Education?
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Comparative Education; *Computer Assisted Instruction; *Curriculum Problems; *Educational Needs; Educational Trends; Elementary Secondary Education; Foreign Countries; Literature Reviews; Research Needs; *Social Sciences; Technological Advancement
IDENTIFIERS- *England

The introduction of computer technology into social science education in elementary and secondary schools in England stands to inhibit some of the positive developments in these subjects in recent years. Currently, objectives of social science education for the multicultural society in Britain are the enhancement of respect for self and of respect for others. The Inner London Education Authority has sponsored educational programs to promote peace, reduce racism, and increase the toleration of homosexuals. Women's studies and religious studies are further examples of this trend. Classroom methods foster a pluralism of values, beliefs, and strategies. However, the use of computers in the social sciences has created shifts in objectives and contents from affective and qualitative to cognitive and quantitative. The content of subject matter has been rearranged to that which is teachable by computers. Further, the introduction of this new technology is premised not on educational considerations but upon economic perceptions. It is a campaign sponsored outside the world of education and market interests are dominant. What purports to be research on the educational uses of the new technology lacks intellectual rigor and is seldom conducted on an independent basis. Most serious of all, the pedagogy of computer instruction (the omniscience of the microcomputer and its ability to answer questions) is outdated in social science education. (KC)

ED 231 752 SP 022 340

Harris, I. David, Comp.; And Others

Motor Performance Norms for Georgia Elementary School Children.

Georgia State Univ., Atlanta.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Elementary Education; *Elementary School Students; *Mathematics Achievement; Motor Development; Physical Fitness; *Psychomotor Skills; *Reading Achievement; *Self Concept; *State Norms; State Surveys; Student Evaluation
IDENTIFIERS- *Georgia

In a study of 2,546 Georgia children, researchers have established state norms for 8 measures of physical fitness at 3 grade levels. Motor test score percentile rankings for boys and girls in the second, fourth, and sixth grades are given (in 22 tables) for the following tests: (1) jump and reach; (2) sit ups; (3) shape-o-ball (measuring shape recognition, perceptual match, and hand-eye coordination); (4) zig zag run; (5) flexed arm hang; (6) soccer wall volley; (7) sit and reach; and (8) 600 yard walk-run. Percentile norms are also given for tests measuring self concept, reading, and mathematics. Appended are the test battery and rotation, test instructions, and references. (JD)

ED 231 845 TM 830 322

Blai, Boris, Jr.
Performance Appraisals Can Yield Tangible Results.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Employment Qualifications; Evaluation Criteria; *Evaluation Methods; Job Analysis; *Job Performance; Management by Objectives; Measurement Techniques; *Personnel Evaluation; Productivity
IDENTIFIERS- *Performance Appraisal

An objective, measure-oriented job performance appraisal plan permits management to evaluate worker performance more accurately and precisely, and provides a means for assessing the degree-of-match between employee qualifications and job skills requirements for hiring, advancement, and dismissal decisions. Deficient appraisals may be costly, subjective, generalized "guesstimates" and may inaccurately distinguish job components. Effective performance appraisals should clearly state specific job performance requirements, specific desired employee behavior, and a realistic plan for employees to achieve improved performance. To help motivate employees to achieve and sustain acceptable productivity, a performance plan should provide expected outputs, acceptable task standards, and individual feedback information. Among the characteristics of a carefully designed and intelligently used job performance appraisal plan are provisions for checking deficiencies; application of task-standards; monitored performance on a frequent, sustained basis; and appraisal reviews for early warnings of production deficiencies. (CM)

ED 231 892 UD 022 823

Preparing for Transition. Annual Report to the Governor.
California Employment and Training Advisory Council, Sacramento.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Community Involvement; *Economically Disadvantaged; *Employment Opportunities; Equal Opportunities (Jobs); *Federal Programs; *Job Training; Labor Force Development; *Program Effectiveness; Program Implementation; Secondary Education; State Programs; Unemployment; Vocational Education; Youth Employment
IDENTIFIERS- California; *California Employment Training Advisory Council; *Comprehensive Employment and Training Act; Job Training Partnership Act 1982

This report summarizes employment and employment training activities in California during 1981-82; provides a retrospective view of programs operated in California under the Comprehensive Employment and Training Act of 1973 (CETA); discusses the Job Training Partnership Act of 1982 (JTPA), the Federal Program that replaced CETA and is expected to be implemented in 1984; and describes the role of the California Employment and Training Advisory Council in overseeing employment and training activities. Specific sections of the report describe: (1) issues and lessons learned from implementing CETA activities in California, concerning planning and coordination, public service and women's employment, plant closures, skill shortages, job creation, private sector partnerships, refugees, and youth unemployment; (2) the transition from CETA to JTPA; (3) JTPA objectives and planned activities; (4) activities of the different committees under the California Employment and Training Advisory Council; and (5) 1982 CETA allocations, expenditures, participant characteristics, cost effectiveness, and accomplishments. The report suggests that while CETA had weaknesses, it was successful in enabling numerous disadvantaged Californians to find employment; and further, that CETA's success indicates that job training programs work. A CETA council membership roster is included in the report. (MJL)

ED 231 547 PS 013 767

Yawkey, Thomas D.; Yawkey, Margaret L.
Assessing Young Children for Imaginativeness Through Oral Reporting: Preliminary Results.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Birth Order; Factor Analysis; Family Characteristics; *Imagination; Individual Characteristics; *Intelligence; Interviews; *One Parent Family; *Preschool Children; Preschool Education; *Pretend Play; *Rating Scales; Siblings; Test Reliability; Verbal Tests
IDENTIFIERS- *Piagetian Theory

The present study describes the initial use of a measure for assessing children's imaginative predispositions and reports findings of significant relationships between oral reports of imaginativeness and selected individual and family variables. Subjects were 50 preschool children 4 to 5 years of age. Variables investigated were number of parents and siblings in the family and several characteristics of the child: perceived brightness, mental and chronological age, sex, and general intellectual ability. The Peabody Picture Vocabulary Test (Form B) was used to obtain a measure of receptive language IQ. The Imaginative Predisposition Interview Schedule was employed to evaluate predispositions toward aspects of "ludic play." Examiners asked a series of 28 questions and followed each question with two prompts in an effort to assess whether the child emphasized "reality" or "make-believe," to elicit detail, and to obtain a minimum of 100 running words of oral discourse response per question. Children's responses to each question were scored independently by raters on a one to six Likert scale. Perceived intellectual capacity was rated by examiners after testing. Tests of interrater agreement and reliability, as well as correlational and factor analyses, were conducted. Among the results, it was found that preschoolers in single-parent families displayed greater imaginativeness than did those in dual-parent families. Factor analysis yielded 10 factors similar to dimensions of children's actions observed during free play. (RH)

ED 231 576 RC 014 182

Hernandez-Chavez, Eduardo; And Others
The Federal Policy Toward Language and Education: Pendulum or Progress? A Response to the de Kanter/Baker Review. Monograph No. 12.
California State Univ., Sacramento. Cross-Cultural Resource Center.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingual Education; *Cognitive Development; *Educational Policy; Elementary Secondary Education; English (Second Language); Immersion Programs; Intelligence; *Language Acquisition; Language Attitudes; Limited English Speaking; *Program Effectiveness; *Second Language Learning; Transitional Programs

A response to the de Kanter/Baker draft report, "The Effectiveness of Bilingual Education: A Review of the Literature," the monograph argues that: the report contains many misinterpretations of theoretical work in psycholinguistics, sociolinguistics, and educational research and of the empirical evidence on the efficacy of second language immersion and transitional bilingual education programs; theoretical notions are promoted by de Kanter/Baker which are not supported by evidence; the report is premature since it was prepared prior to the reporting of over 48 congressionally mandated studies of bilingual education; and there are blatant examples where de Kanter/Baker's own guidelines were violated in order to include information from methodologicaly inadequate studies that seemed to support the report's ideological positions. The monograph identifies de Kanter/Baker's "a priori" social and philosophical biases as the report's unifying force and concludes that these biases are the basis upon which its conclusions are reached. The monograph suggests that de Kanter/Baker's proposals amount to a return of the policy pendulum to the days before Title VII and do not contribute to a solution to the methodological and philosophical questions raised. A discussion of policy implications and the need for a cross-cultural understanding of the children's educational needs concludes the monograph. (Author/NQA)

ED 231 648 SE 042 099

Selected List of Science and Technology Education Periodicals.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTIONS- *Bulletins; Foreign Countries; *Foreign Language Periodicals; *Newsletters; *Periodicals; *Science Education; *Technical Education; Technology

This document is a selected listing of periodicals (journals, newsletters, bulletins, and others) in the field of science and technology education that are published by UNESCO member states and by international organizations. Its purpose is to facilitate the diffusion and exchange of information for those concerned with science and technology education in the member states. Periodicals are listed alphabetically for the following countries: Argentina; Australia; Belgium; Brazil; Canada; Costa Rica; Cuba; Czechoslovak Socialist Republic; Denmark; Ecuador; Egypt (Arab Republic of); France; German Democratic Republic; Germany (Federal Republic of); Ghana; Guyana; Hungary; India; Indonesia; Iran; Ireland; Italy; Jamaica; Japan; Jordan; Kenya; Korea (Republic of); Lesotho; Malawi; Mali (Republic of); Mauritius; Mexico; Netherlands; New Zealand; Nigeria; Norway; Papua New Guinea; Philippines; Poland; Romania; Singapore; Spain; Swaziland; Sweden; Switzerland; Tanzania (United Republic of); Thailand; Trinidad and Tobago; Tunisia; Uganda; United Kingdom; United States of America; USSR; Venezuela; Yugoslavia; and Zambia. Each entry includes the current address of the organizational source and/or publisher of the periodical. The 14 regional and international publications are listed alphabetically by title. (JN)

ED 231 664 SE 042 205

Blackburn, Katie; White, David

Measurement, Mathematics, and Music.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; Interdisciplinary Approach; *Mathematical Applications; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Music; *Music Activities

The Greek mathematician, Pythagoras, was among the first to undertake a mathematical study of music. His work, resulted in a scale of notes which can produce beautiful melodies and which is easily reproduced in the elementary classroom. In an age when teachers look for an interdisciplinary connection between various aspects of the curriculum, in a day when parents demand much in the way of basic computation, and at a time when students insist on a dazzling presentation to be motivated, Pythagoras' observation and experimentation can provide students with an interesting and all-encompassing utilization of mathematics skills and an inductive approach to learning. Suggested activities include construction and use of a monochord (stretched guitar string), and a "woodwind" prepared from a paper soda straw (as an entertaining drill in fractions). Through measuring, mathematics, and music, these and other activities give students enjoyment, participation, appreciation, and the understanding of the interrelationships of the concepts of mathematics to objects from the real world of their experience. (JN)

ED 231 694 SO 014 711

AFS Orientation Handbook. First Edition.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cultural Awareness; Cultural Exchange; Culture Contact; *Intercultural Programs; *International Educational Exchange; Learning Activities; Life Style; *Orientation; Orientation Materials; Secondary Education; *Student Exchange Programs; *Study Abroad; Training Methods; Training Objectives; Values
IDENTIFIERS- *Host Nation Programs

Ideas and approaches are suggested for the orientation of secondary students involved in the international/intercultural programs sponsored by the American Field Service (AFS). There are seven chapters, including chapter I, the introduction. The second chapter contains a framework for AFS orientations. Chapter III contains pre-departure orientation activities dealing with lifestyles and values for students, host families, and natural families. Activities for orientation on the topics of personal adjustment to a new culture, understanding a new community, host culture value orientations, summarizing an AFS experience, and preparing for the return home are suggested in the fourth chapter. Also provided are activities to help parents prepare for their child's return. Chapters V and VI contain activities for post-return orientations and some additional, very brief orientation activities for all phases of the experience. An annotated bibliography concludes the handbook. The suggestions found in this edition of the handbook do not replace those found in other editions, but add to them. (RM)

ED 231 709 SO 014 759

Whaley, Charles E.
The Major Impacts of the Baby Boom Cohort upon American Life, Past, Present and Future.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Groups; Birth Rate; Cohort Analysis; Demography; *Educational Demand; Females; Futures (of Society); Health Needs; *Political Power; Population Trends; *Social Change; *Social Influences; Social Services; Trend Analysis
IDENTIFIERS- *Baby Boom

Impacts of the "Baby Boom" generation, the 75 million persons born between 1947 and 1962 in the United States, are analyzed. Factors influencing this unprecedented increase in birth rates included "catching up" by men who had been at war, a higher proportion of women in childbearing years, a decrease in the average marriage age, and the prosperous post-war economic situation, all of which led to the procreation ethic. From 1945 to the present, the baby boom has influenced suburban areas, television programming, and advertising campaigns. Educational institutions, however, were initially caught off-guard, resulting in a strain on academic pursuits and socialization. These conditions led to problems on college campuses in the 1960s and 1970s, which have been described not as a gap between young and old, but rather as a gap between the few and the many. Forces currently affecting the baby boom generation include a poor economic outlook, employment difficulties, increasing numbers of women in the work force, and a generally lower feeling of well-being. Two potential targets for change will be health care costs and the social security system. Predictions are for a more liberal ideology, an upturn in the economic outlook, increased political activity, more women in politics, and a migration to rural areas. (KC)

ED 231 724 SO 014 897

Hayden, Ellen T.
Parliamentary Procedure Made Easy.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Learning Activities; *Parliamentary Procedures; Secondary Education; *Student Government; *Student Organizations; *Student Participation; Units of Study

Based on the newly revised "Robert's Rules of Order," these self-contained learning activities will help students successfully and actively participate in school, social, civic, political, or professional organizations. There are 13 lessons. Topics studied include the what, why, and history of parliamentary procedure; characteristics of the ideal presiding officer; responsibilities of ideal members; order of business; classification and rank of motions; main motion; motions to amend main motion, to refer to committee, to appeal, and to adjourn; and nominations and elections. The activities are many and varied and involve students in writing an essay on and drawing a poster tracing the history of parliamentary procedure, completing crossword puzzles, role playing, answering true-false questions, conducting a practice election, and participating in classroom discussions. Provided for each lesson are objectives, a list of resources needed, activities, and evaluation procedures. All student handouts and transparencies are included. A glossary of terms is also provided. (RM)

ED 231 769 SP 022 436

Hall, Carroll L.
Staff Accountability Plan for New Mexico Schools.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Accountability; Competence; Elementary Secondary Education; *Evaluation Criteria; Inservice Teacher Education; Staff Development; State Programs; *State Standards; Teacher Certification; Teacher Evaluation; *Teacher Qualifications; Tests
IDENTIFIERS- *New Mexico Staff Accountability Plan

Based on 18 months of extensive research and study, the New Mexico State Department of Education developed the Staff Accountability Plan to address the issue of teacher accountability and certification. This plan, which consists of three provisions, came into existence as a result of concern expressed by the general public, legislators, and various segments of the educational community regarding the quality of performance of certified personnel and the instructional process. The Staff Accountability Plan includes: (1) a written basic skills assessment as a part of teacher training programs; (2) a written assessment of general and professional knowledge for initial certification; and (3) an integrated program of on-the-job performance evaluation utilizing criteria of effective teaching and staff development activities. The intent of the plan is to develop an approach which emphasizes the shared responsibility each professional educator and educational organization must assume to assure quality instruction. (Author/JMK)

ED 231 784 SP 022 642

Winkelman, Jack L.
Emergency Health Preparedness: Expectations for Teachers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; *Emergency Programs; *First Aid; Injuries; Legal Responsibility; *Medical Services; Physical Health; *School Accidents; School Health Services; School Safety; *Teacher Responsibility

Specific issues relevant to the emergency health preparedness of schools and the key roles and expectations applicable to teachers are outlined. It is noted that, while issues of legal liability relevant to teachers are complex, teachers are expected to: (1) anticipate possible risk or harm involved in activities; (2) give adequate warning of possible adverse consequences of an event or situation; (3) avoid risks or harm to students as far as possible; and (4) provide emergency assistance consistent with the policies and procedures of the school board. Recommendations are made on first aid and emergency care training and responsibilities: (1) Teachers should be fully prepared to be the first to respond in an emergency situation; (2) First aid supplies must be readily available and teachers knowledgeable about their use; (3) Complete information on the health status of every student should be available; (4) Official notification cards for every student should be on file; and (5) All teachers should be properly trained in first aid involving a life-threatening situation. (JD)

ED 231 830 SP 022 744

Young, Judith C.
Comparisons of Leader Style, Behaviors and Effectiveness of Male and Female Coaches.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Athletic Coaches; Basketball; Behavior Patterns; *Females; High Schools; High School Students; Interpersonal Competence; *Leadership Qualities; *Males; *Sex Differences; Sex Role; Sport Psychology; Success; Teamwork
IDENTIFIERS- Task Orientation

Leadership characteristics and effectiveness of male and female coaches of high school basketball teams were examined. Eighty-nine varsity basketball coaches were measured by means of established instruments to determine leadership style and behaviors. Five to 12 players from each team also completed a questionnaire concerning coaching behaviors. Career and seasonal winning percentages were used as measures of team effectiveness. One-way analysis of variance procedures were used to compare leadership characteristics of male and female coaches. Multiple regression procedures were employed to examine the relationships between various leader characteristics and effectiveness of teams coached by males and females. Results indicated that male and female coaches display significantly different leader characteristics. However, teams coached by male and female coaches are equally effective in terms of win-loss records. Six tables are included to demonstrate study results. (Author/JMK)

ED 231 877 TM 830 481

Zyskowski, Gloria
Needs Assessment: A Practical Approach to Student Selection for Special Programs.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Admission Criteria; Data Collection; Educational Diagnosis; Educational Needs; Elementary Secondary Education; Federal Aid; *Identification; *Measurement Techniques; *Needs Assessment; Resource Allocation; *Special Education; Student Evaluation
IDENTIFIERS- *Technical Assistance Centers; *Title I Program Analysis and Monitoring

Various strategies have been designed to address the needs of individuals who require supplementary assistance to maximize their potential through accelerated, compensatory, or special education programs. Proper identification of those students who can benefit the most from such services has become an important consideration for educators. In the case of Chapter 1, local school districts are required to conduct an annual needs assessment to qualify for continued federal funding. While this information is designated for use in program planning and, by implication, for student selection, it appears that the needs assessment process is not often approached with an awareness of its full potential. In this paper, the connection between needs assessment and student selection activities is demonstrated. In addition, techniques developed at a Chapter 1 Technical Assistance Center for the practical application of needs assessment data to the problem of selecting students for various special programs are outlined. Finally, the feasibility of consolidating presently-isolated information collection efforts into a model for accurate needs assessment and student identification is explored. (PN)

American Indian Doctors Today. Volume 1, Second Edition.
North Dakota Univ., Grand Forks. School of Medicine.
SPONS. AGENCY- Public Health Service (DHEW), Arlington, Va.
PUB DATE- 76
GRANT- 5D18MB008134-02
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- American Indian Education; *American Indians; Biographies; *Career Choice; Cultural Background; Cultural Influences; *Educational Background; Eskimos; Health Occupations; *Health Personnel; *Medical Education; Medical Services; Racial Discrimination; Sex Discrimination; Tribes

The Indians Into Medicine Program presents 20 brief biographies of American Indian/Alaska Native health professionals (17 men and 3 women) from 14 different tribal groups, to acquaint young Indian people with potential careers in health professions. The biographical sketches contain information on: age; tribal affiliation; family and educational background; early influences toward a medical career; professional career and areas of interest; professional memberships and honors; difficulties, discrimination or racial prejudice encountered; and opinions on health care for Indian people. Medical specializations of those described include: psychiatry (Drs. Joseph Ball, Sheldon Chicks, Johanna Clevenger, J. E. McAlister, James Thompson, H. C. Townsley); public health (Drs. Thomas Burch, Loretta Helle, Thomas E. Matheson); dentistry (Dr. George Blue Spruce); urology (Dr. Leslie Collins); ear, nose and throat, and facial plastic surgery (Dr. Custalow); industrial medicine (Drs. Loretta Helle, Thomas E. Matheson); internal medicine (Dr. Fred Kinny); surgery (Drs. Taylor McKenzie, Leslie Collins); obstetrics/gynecology (Dr. George C. Moore); radiology (Dr. Edward Pointer); teaching (Drs. Everett Rhoades, Thomas Whitecloud, III); anesthesiology (Dr. Constance Uri); orthopedic surgery (Dr. Thomas Whitecloud, III); neurosurgery (Dr. Charles Wilson). Photographs of 10 doctors are provided. A brief glossary defines medical terms used. (MH)

ED 231 619 SE 041 905

Slavin, Robert E.; And Others

Combining Student Teams and Individualized Instruction in Mathematics: An Extended Evaluation.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- JHU-CSOS-336
PUB DATE- May 83
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Educational Research; Elementary Education; *Elementary School Mathematics; *Individualized Instruction; *Mathematics Instruction; *Teaching Methods; *Teamwork
IDENTIFIERS- Mathematics Education Research; *Student Teams

This study evaluated the achievement effects of the Team-Assisted Individualization (TAI) mathematics program over a 24-week period. Involved were 1,317 students in grades 3, 4, and 5, with 700 students in 31 classes receiving TAI instruction and a control group of 617 students in 30 classes receiving other mathematics instruction on the same objectives. Analysis of covariance was used to analyze the data, with achievement measured by the Mathematics Concepts and Applications and the Mathematics Computation subtests of the Comprehensive Test of Basic Skills. TAI classes gained more than control classes on each test at each grade level. The differences were statistically significant for grades 3 and 5 on the Computation subtest. On the Concepts and Applications subtest, differences were statistically significant for grade 4 and marginally significant for grade 5. In overall analyses, the TAI classes significantly exceeded control classes on both tests. (Author/MNS)

ED 231 679 SO 014 635

Gunn, Angus M.
Teaching with Newspapers (Third Edition).
Province Newspaper, Vancouver (British Columbia).

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Advertising; Art Education; Class Activities; Comparative Education; *Content Analysis; Elementary Education; *Instructional Materials; Interdisciplinary Approach; Junior High Schools; Language Arts; Mass Media; Mathematics Education; *Newspapers; Physical Education; Science Education; Second Language Learning; Social Studies; Teaching Methods; World Affairs
IDENTIFIERS- *Canada

Student materials, teaching suggestions, and resource lists for using newspapers in various content areas in elementary and junior high schools are presented. The first section provides an overview of a newspaper by having students identify items on the first page, reply to a "Dear Abby" letter, analyze a photograph, examine a ski report, and analyze comics. Section 2 introduces the inverted pyramid approach to writing, advertising techniques, a "Ships in Port" column, a feature article, classified advertising, and a weather map. Section 3 briefly discusses newspaper production beginning with news reporters and continuing through computerized operation, printing, and delivery. Section 4 focuses on content areas. Articles and some graphics dealing with science, math, language, current affairs, values, social studies, physical education, art, and music are reproduced. Suggestions for learning stations in grades K-6, using the newspaper for teaching English as a second language, immersion teaching, and creating a class newspaper are provided. The guide also identifies a series of articles published in the "Province" (British Columbia) from 1974 to 1980 dealing with Canadian and international affairs. The document concludes with suggestions for the student and teacher to become active users of the mass media. (KC)

ED 231 800 SP 022 679

Woellner, Elizabeth H.

Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges. Forty-eighth Edition, 1983-84.

REPORT NO.- ISBN-0-226-90468-7
PUB DATE- 83
AVAILABLE FROM- The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 ($23.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTIONS- Administrator Qualifications; *Certification; Counselor Certification; *Educational Certificates; Elementary Secondary Education; Librarians; *Qualifications; *School Personnel; *State Standards; *Teacher Certification; Teacher Qualifications; Two Year Colleges

This edition of "Requirements for Certification" updates pertinent information on certification requirements for teachers, administrators, librarians, counselors, and other school personnel in each state in the United States. Outlines are provided of recommendations on certification by regional and national associations, and sources of information regarding teacher applications in the United States' possessions and territories are listed. (JD)

ED 231 861 TM 830 411

Smith, Helen
Law Related Education Project: Evaluation Report, 1980-1982.
Memphis City School System, Tenn.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Citizenship Education; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Inservice Teacher Education; *Legal Education; *Program Evaluation
IDENTIFIERS- *Memphis City Schools TN

Since 1980 the Memphis City Schools Law-Related Education Curriculum Project (LRE) has identified and organized concepts in law content into curriculum guides suitable for elementary and secondary education teachers. Lesson plans include instructional activities and suggestions to teachers for infusing the law-related materials into the standard curriculum subjects. The project goal is to equip students with knowledge and skills pertaining to the law, the legal process and legal system, and the fundamental principles and values on which these are based. Eight tasks to be accomplished are described, with formative evaluation reports. The tasks include: (1) building support in the community and among professional educator groups; (2) identifying law-related content for the kindergarten through grade 12 curriculum; (3) training teachers in law-related content and the curriculum infusion process; (4) curriculum writing; (5) curriculum pilot testing; (6) curriculum revising; (7) developing a resource center for LRE Materials; and (8) developing instruments suitable for evaluation of the project's overall objective. Involvement of the project in the state mock-trial competition, a summary of test results for the Teaching Law Training Course, and the results of the assessments of student achievement in LRE and attitudes toward law in the pilot classes are described. (CM)

ED 231 907 UD 022 852

Race Relations: New Perspectives, New Delivery Systems for Education. Summary and Recommendations Section of the Proceedings of the Conference on Race Relations and Education (Toronto, Ontario, Canada, January 28-29, 1982).

Ontario Human Rights Commission, Toronto.

PUB DATE- Jan 82
AVAILABLE FROM- Entire proceedings available from Race Relations Division, Ontario Human Rights Commission, 400 University Avenue, 11th Floor, Toronto, Ontario, M7A 1T7.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Board of Education Role; *Cultural Pluralism; Curriculum Enrichment; Educational Policy; Elementary Secondary Education; Government Role; *Minority Groups; Racial Discrimination; *Racial Relations; School Community Programs

The Race Relations Division of the Ontario (Canada) Human Rights Commission states its primary goal as that of helping the institutional sector of the society to deal with problems of racism and racial discrimination. In order to forward the belief that responsibility for promoting race relations lies with key government agencies and institutions in Ontario society, a conference was held in January 1982, to discuss the promotion of racial harmony and equality within educational systems. This report summarizes the content of the conference. Five major issues are reviewed: (1) assessing and streaming of immigrant and visible minority students; (2) how curriculum can promote positive race relations; (3) developing effective race relations programs for students and teachers; (4) augmenting good school-community relations in a multiracial society; and (5) developing and implementing race relations policies. Conference participants' recommendations are outlined. (GC)

ED 231 532 PS 013 741

Caster, Tonja Root; Martin-Huff, Ellen M.

An Application of the Stein and Glenn Story Schema Model to Second Graders' Retellings of "Little Red Cap."

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comprehension; Discussion; *Elementary School Students; Freehand Drawing; Grade 2; Pretend Play; Primary Education; Sex Differences; Story Reading; *Teaching Methods
IDENTIFIERS- Stein and Glenn Story Schema; *Story Structure; *Story Telling by Children

The purpose of this study was to examine the effects of gender and three modes of story reconstruction training on second-grade students' story comprehension. Thirty-six children were randomly assigned to three treatment groups: drawing, discussion, and thematic-fantasy play. On three separate occasions, students were read books and participated in one of the training conditions. After the third session, students' story retellings were collected as a measure of their story comprehension. These retellings were coded according to the Stein and Glenn story schema analysis. Two-way analyses of variance revealed that second graders who participated in thematic-fantasy play training included a significantly greater number of propositions, attempt statements, and end states in their retellings than did children who participated in the drawing condition. Males in the thematic-fantasy play training condition included significantly more direct consequence statements in their retellings than did males in the discussion condition. No main effects were found for gender or for any of the dependent variables. Results suggested that teachers aiming to increase comprehension and understanding of story structure might consider thematic-fantasy play activities, which involve students in discussions of appropriate roles and actions and in accommodating other students' points of view. (Author/RH)

ED 231 563 RC 014 085

Schoepfle, Mark; And Others

Ethnographic and Sociolinguistic Study of an Exemplary Bilingual Education Program on the Navajo Reservation: The Ethnography of a Navajo Educational Philosophy at Rock Point Community School. Final Report.

Dine Bi'Olta Research Inst., Farmington, NM.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 28 May 82
GRANT- 400-80-0012
LANGUAGE- Navajo; English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indian Culture; *American Indian Education; *Biculturalism; *Bilingual Education; *Community Involvement; *Educational Philosophy; Elementary Education; Ethnography; Outcomes of Education; Parent Attitudes; Parent Participation; Program Descriptions
IDENTIFIERS- *Navajo (Nation); *Rock Point Community School AZ; Tribally Controlled Schools

The purpose of this report is to outline how a combined ethnographic and sociolinguistic study of an exemplary bilingual education program in the Navajo community of Rock Point may help rationally explain how community people have determined what they want from a bilingual program and what sort of issues they face to achieve these goals. After an introduction, section 2 describes using a systematic interview and observation to obtain viewpoints from parents and staff about their school's education and a sketch of why Rock Point was selected. Section 3 provides an overall description of the Navajo Reservation and Rock Point community. Section 4 presents a cognitive ethnographic description of the overall educational philosophy which evolved from the interaction between the developing school program and parental involvement, such as parental ideals for their children and perceptions of the school's impact. The Rock Point program is described in Section 5 focusing on how it works, its educational philosophy, and key impacts. Section 6 reviews the issues that were faced and surmounted by the community during the development of the program. In conclusion, an overall review of this report is presented in Section 7. The appendix contains a comparison of schools on the Navajo Reservation. (ERB)

ED 231 591 RC 014 200

Barnhardt, Ray
Anthropology and the Training of Alaska-Native Teachers.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Alaska Natives; American Indian Education; Community Control; *Cultural Differences; Cultural Influences; *Educational Anthropology; *Field Experience Programs; Higher Education; Personal Narratives; *Rural Schools; Student Characteristics; *Teacher Education Programs
IDENTIFIERS- Alaska; *Alaska Rural Teacher Training Corps; Politics of Education; University of Alaska Fairbanks

Since its beginnings in 1970, a field-based teacher education program aimed at preparing certificated Alaska native teachers has graduated 80 teachers. Until then, the University of Alaska's teacher training program had been a traditional campus-based program aimed primarily at preparing teachers for urban schools, with no course that reflected the unique cross-cultural conditions of Alaska's rural schools. As a result, nearly all teachers for rural schools were recruited from outside Alaska, with an accompanying annual turnover rate of 30-40%. The new program's unusual origins allowed it to be viewed as experimental and permitted the open-endedness of a "field" situation and a process-oriented approach. It seemed best to work closely with students and communities and to gradually develop a model that sought to build upon students' characteristics, rather than to impose an external set of expectations. The program now operates as a branch of the School of Education. Other programs have also been implemented in a diversified approach that assists native communities to put the school system to work in their behalf and makes professional control a reality. The paper is the personal narrative of an anthropologist who reflects upon his work experiences in a culturally complex and diverse setting. (BRR)

ED 231 635 SE 042 071

Math Network Curriculum Project. Project Summary; Final Report.
San Francisco State Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Jun 83
GRANT- SED-80-12465
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Oriented Programs; Inservice Teacher Education; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers; *Middle Schools; Problem Solving; Reports; Teacher Education; Units of Study
IDENTIFIERS- Math Network Curriculum Project

This document summarizes the work of the Math Curriculum Project at San Francisco State University. The project developed seven curriculum units for the middle school mathematics program, using microcomputers as a problem solving tool to foster mathematical thinking and develop insights into mathematical concepts. They also created a prototype telephone network that is both a message system and a curricular data base for activities in each unit. Finally, they developed a teacher training model from their experiences in piloting the materials. The report describes the objectives, methods and procedures, outcomes, and dissemination activities of the project. An overview of the units, a network manager manual, a message system user manual, and a list of talks about the project are appended. (MNS)

ED 231 753 SP 022 350

Standring, John J.; Gronbech, C. Eric
Thermal Variation and Tactile Discrimination in the Dominant Hand.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Environmental Influences; Lateral Dominance; Males; *Perception Tests; *Tactual Perception; *Temperature; *Thermal Environment

A study sought to ascertain the effect, if any, exposure to different temperatures would have on an individual's ability to discriminate between different tactile stimuli. Ten young adult males were repeatedly subjected to emersion of their dominant hand in water ranging in temperature from ice, to 105 degrees Fahrenheit (F), in increments of 15 degrees F, and then asked to identify, without sight, 40 two-dimensional figures. The figures were cut out of different grades of sandpaper and embedded in a single course grade. Based upon the results of the analysis of collected data, it was concluded that the ability to accurately discriminate between different degrees of tactile stimuli was facilitated by temperatures above 60 degrees F, and adversely affected by temperatures below 60 degrees F. (JD)

ED 231 816 SP 022 713

Lines, Patricia; And Others
Teachers' Rights to Free Speech and Academic Freedom. Issuegram 37.
Education Commission of the States, Denver, Colo.

PUB DATE- 10 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Freedom; *Civil Liberties; *Court Litigation; Elementary Secondary Education; *Freedom of Speech; State Courts; Teacher Attitudes; *Teacher Behavior; *Teacher Discipline; Teacher Dismissal; Teacher Militancy; Teacher Response; *Teacher Role; Teaching (Occupation)
IDENTIFIERS- Supreme Court

Teachers have the same rights as others, under the first amendment, to express their views outside the classroom. Inside the classroom, however, the teacher is obliged to meet the expectations of the job, and this implies reasonable restrictions on the expression of private views. United States Supreme Court cases have reviewed the teacher's right to express views outside the classroom. Only a few lower courts have explored the protection extended to a teacher in the classroom. Most states leave issues involving teachers' first amendment rights and academic freedom to local school or university officials. Specific principles have emerged from Supreme Court decisions on teachers' first amendment rights. Teachers are free to speak out on public issues. Teachers are entitled to constitutional protection of privately expressed views. Teachers have a right to freedom of association. An unsatisfactory teacher may be discharged, so long as the discharge is based upon factors other than the teacher's exercise of first amendment rights. Thirteen lower court decisions from different areas of the United States on teachers' rights are also discussed. (JMK)

ED 231 831 SP 022 745

Sakola, Sally Parent; Sakola, Ronald G.
Essentials of a Quality Elementary School Physical Education Program.
PUB DATE- 10 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; *Educational Objectives; Elementary Education; *Guidelines; Individualized Instruction; *Physical Education; *Physical Education Teachers; Program Effectiveness; Program Evaluation; Staff Development; Teacher Education; Teacher Evaluation

Physical education teachers needed to reach a consensus among themselves as to the direction and scope of elementary school physical education, and they needed to work with other groups to produce a document that could be used as a resource to educate others about the importance of elementary school physical education. "Essentials of a Quality Elementary School Physical Education Program" (1970) and "A Statement of Basic Beliefs" (1976) are two booklets which report on the needs of elementary school physical education programs. In 1979, the executive committee of the Council of Physical Education for Children undertook the task of rewriting the essentials, for the purpose of adding strength and conviction to some of the beliefs. The book's topics now include: (1) the child--the person most affected by the profession's beliefs about physical education; (2) learning experiences which permit the child to function as a unique individual within the class; (3) the teacher--the most important factor in a successful physical education program; (4) teacher preparation and staff development; (5) comprehensive physical education programs; and (6) evaluation of teachers and instructional programs. (CJ)

ED 231 846 TM 830 358

Bonzelaar, Helen

The Dilemma of the Professional Educator as Ethnographer: Blessing or Curse?

PUB DATE- 26 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Researchers; *Ethics; *Ethnography; Field Studies; High Schools; Moral Issues; Observation; Participation; Perspective Taking; Research Methodology; *Research Problems; Responsibility
IDENTIFIERS- *Participant Observation; Research Subject Relationship

In socio-cultural field studies the professional investigator encounters problems which raise questions about the researcher's role and influence in the field. A study investigating how a lower and lower-middle class suburban socio-cultural society and an art teacher influence high school students' assumptions about art, also examines the individual's experience of research as a participant observer. Conflicts of interest concern how much professional leadership activity to engage in while working in the field; when the revelation of self and expertise limit or further the research goal; with whom to associate to gain necessary information; and when the tradeoff of information given is worth an understanding gained. Issues of morality, ethics, and loyalty to research subjects reveal dilemmas presented by participant observation methods, shown in anecdotal examples from the research data. The paradoxical issues--to change or not to change the investigated situation--represent philosophical concerns that perhaps cannot be solved, but nevertheless merit discussion. (CM)

ED 231 893 UD 022 825

Resolution Urging Continuation of Federal Involvement in Child Nutrition Programs. Hearings on H. Con. Res. 384 Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session (September 21, 22, 1982).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Welfare; Citizen Participation; *Community Attitudes; Elementary Secondary Education; *Federal Aid; Federal Programs; Federal State Relationship; *Government Role; Hearings; *Nutrition; Poverty; *Public Policy; Retrenchment; State Aid
IDENTIFIERS- *Child Nutrition Programs; Congress 97th; New Federalism; School Lunch Program

This report presents the transcript of Congressional committee hearings on a resolution urging continuation of Federal support for child nutrition programs, in view of proposals by the Reagan administration to turn responsibility for such programs over to the States. The report includes texts of statements, letters, and supplemental materials presented by representatives of concerned public and private groups, such as school personnel, food producers, health and medical associations, food agencies, religious organizations, and policymakers. Verbatim records of interpellations and questions posed by committee members are also provided. Among the arguments forwarded in favor of continued Federal involvement in child nutrition programs are: (1) that nutrition programs are a Federal rather than a State concern; (2) that child nutrition and feeding programs at the Federal level have demonstrated success in reducing hunger, malnutrition, and poor health; (3) that some States are not in a position to maintain the quality and standards of Federal programs; and (4) that agricultural commodity distribution, upon which school lunch programs depend, is itself dependent on Federal support. Other issues considered include the Federal government's concern with protecting expenditures by ensuring that aid goes only to the eligible, and the impact of budget cuts on nutrition programs in some States and school districts. (MJL)

ED 231 922 UD 022 875

Tobias, Robert; And Others
SETRC Basic Training Program. O.E.E. Evaluation Report, 1981-82.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Bilingual Education; *Disabilities; Elementary Secondary Education; *Information Dissemination; *Inservice Teacher Education; Limited English Speaking; Multicultural Education; Parent Education; Program Effectiveness; Program Evaluation; *Special Education; *Special Education Teachers; Staff Development; Vocational Education
IDENTIFIERS- *New York City Board of Education; *Special Education Training and Resource Center NY

The Special Education Training and Resource Center (SETRC) program was developed in 1979-80 to design, provide, and coordinate specialized staff and parent training to ensure that handicapped students in New York City Schools receive appropriate and meaningful education in accordance with public policy. An evaluation of the program in the 1981-82 school year showed that, as in the past, the program performed competently and efficiently. Tasks undertaken included: preparing a substantial quantity of training materials; maintaining accurate records of extensive and diversified activities; writing detailed reports; conducting surveys; and providing a wide variety of parent and teacher workshops, intensive training, and inservice courses. In addition, the 1981-82 program addressed, for the first time, issues in teaching bilingual/bicultural handicapped children. The SETRC program was judged effective in designing and executing the various forms of staff training needed to ensure the appropriate education of all handicapped children. The program was well perceived by the participants, and further funding was recommended. (AOS)

ED 231 517 PS 013 701

Turner, Joy
Art and Montessori.
American Montessori Society, New York, N. Y.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; *Art Education; *Art Materials; Curriculum Development; Curriculum Guides; *Developmental Stages; *Teacher Role; *Young Children
IDENTIFIERS- *Montessori (Maria); Montessori Schools

Designed for Montessori teachers with little background in the plastic arts, this discussion points out that, while the Montessori program has many features that support creative development, presently, no art curriculum exists. The article indicates the limitations of Maria Montessori's ideas and attitudes about the role of art in the education of young children and offers very brief summaries of other theories of children's art (specifically, developmental, cognitive, psychoanalytical, perception-delineation, perceptual, and cognitive-developmental theories). Also provided are general guidelines for developing an art curriculum, summaries of developmental stages in children's artistic expression, advice about planning and preparing art activities, and suggestions concerning interaction with children in the course of art activities. A substantial portion of the article discusses basic concepts of graphic art (including line and form, color, composition, and texture and dimensionality); describes resources for art activities; discusses media characteristics and art techniques; and provides numerous lesson plans for drawing, painting, collage, printing, and modeling activities of graded difficulty. (RH)

ED 231 665 SE 042 207

Trends to 1982 in Industrial Support of Basic Research. Special Report.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-83-302
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC. 20402 (Stock Number 038-000-0028-6, $3.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Chemical Industry; *College Science; Development; *Expenditures; Federal Aid; *Financial Support; Higher Education; *Industry; Research; *School Business Relationship; Science Education; *Scientific Research; Technology
IDENTIFIERS- *Research and Development

This report analyzes recent trends in company-funded basic research support and incorporates findings from a special mail survey and personal interviews with research and development (R&D) officials of 54 firms. The report also provides insight into industry/university cooperative basic research efforts. Following an introduction, the report is organized into four sections. The first section presents highlights of major findings. The second section discusses trends in industrial basic research, focusing on trends by individual industry, factors responsible for increasing expenditures during 1975-81, basic research spending in 1982, factors responsible for declining expenditures during 1982, and impact of a decline in federal funding. Industrial funding of basic research at universities and colleges is discussed in the third section. A historical perspective (focusing on trends in industrial expenditures for basic research, and basic research expenditures by industry and by field of science and engineering) and four statistical tables are included in the appendices provided in the fourth section. Among the findings reported are those indicating increased company support of basic research performed at universities/colleges due to an apparent shift of academic research goals to areas of greater interest to industry and developments in biotechnology research requiring skills not available in industrial laboratories. (JN)

ED 231 695 SO 014 712

Culverhouse, Renee D.
Sexual Harassment: State of the Law.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Civil Rights; Civil Rights Legislation;
*Constitutional Law; Employed Women; Equal Opportunities (Jobs);
Females; Feminism; *Sexual Harassment
IDENTIFIERS- *Civil Rights Act 1964 Title VII; *Equal Employment
Opportunity Commission

Sexual harassment under the Equal Employment Opportunity Commission guidelines involves unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, as it applies to males or females in business situations. Harassment is discriminatory when females must act differently than males in order to receive the same opportunities. This is evident in cases where sexual submission is a condition of employment or advancement. The law requires that employees be treated equally, but does not require that they be treated fairly. Harassment is coercive when it threatens employee job security and interferes with work performance. Employers are responsible for their own acts, as well as those of supervisors, employees, and some non-employees, such as clients and customers. Employers are expected to prevent sexual harassment and to take immediate corrective action should it occur. Legal responsibility is determined per individual case. (BY)

ED 231 710 SO 014 760

Reeb, Richard H., Jr.

Notes on a Return to the Genuine Study of the Issues of Political Life or: Steps Toward Overcoming Instructor Apathy and the Malaise of the Listless Colleges.

PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; *Educational Change; Educational Needs; Higher Education; *Interdisciplinary Approach; Negative Attitudes; *Political Issues; *Social Sciences; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Declaration of Independence

An emphasis in college level social sciences on the principles of the Declaration of Independence can provide a foundation for interdisciplinary study as well as illuminate political issues, institutions, and ends. For example, in terms of the Declaration, political science is the study of the ends of political life (security of human rights) and the means to attain them. Economics is subordinate to the higher art of politics, providing a necessary, but not sufficient condition for human happiness. History is perceived as the struggle of people against unnatural regimes which stifled their rights and the attempts to remedy these conditions. The Declaration humanized psychology by accounting for basic drives not as subhuman forces, but as the impetus of the human being toward happiness. In addition, political issues can be analyzed in terms of the Declaration. The separation of powers, development of political parties, functions of the news media, foreign policy, and national defense all emanate from it. On the other hand, the comprehensive approach to social welfare is a measure of society's falling away from its fundamental principles. In conclusion, a return to the genuine study of political life, the quest for purpose in the social sciences, and the discovery of the place of political institutions, policies, and ends will result in the antidote for instructor apathy and mark a resurgence in the appreciation of the academic life. (KC)

ED 231 725 SO 014 898

Lesco, Nancy

Ritual Resolution of Ideological Tensions in a Parochial High School.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Catholic Schools; Competition; Conflict Resolution; Educational Anthropology; Educational Research; *Extracurricular Activities; *Group Unity; High Schools; *High School Students; Intergroup Relations; *Religion; School Role; *Socialization
IDENTIFIERS- *Ideology; Rituals

The role of religious and secular rituals in the mediation of conflicting goals and the socialization of students into harmonious unity is analyzed in the context of a Catholic high school in the Midwest. Data were gathered by a participant-observer who attended classes and extracurricular activities, conducted formal interviews, and informally observed school life throughout the building. Two rituals were examined: the first all-school mass of the 1981-82 school year and the homecoming spirit assembly. Both rituals removed students from normal time (daily classroom routine) and placed them in special time (an all-school assembly), heightening the symbolic impact of the ceremonies. Visual, musical, and verbal symbols were emphasized. The mass stressed that belief and action is eventually rewarded; the small become great; and the last, first. Although the homecoming court illustrated the social competition of schools and distinguished winners and losers, differences and inequalities were banished in the form of activities and in the wearing of costumes on spirit day. Both rituals served to release the social structural tensions that divide students by establishing egalitarian spirit among members. Thus, while classrooms remain the sphere of formal authority, all-school rituals help students develop emotional ties. (KC)

ED 231 739 SO 014 979

Diem, Richard A.

Preparation for the Technological Classroom: Can We Fulfill the Need?

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Computer Science Education; *Educational Needs; *Educational Policy; Elementary Secondary Education; *Inservice Teacher Education; Technological Advancement; *Technological Literacy
IDENTIFIERS- *Computer Uses in Education

In order to apply technological advancements to education, educators must devise on-going training programs for teachers and administrators and create a national policy that gives direction and sets priorities for the use of computer technology in the schools. In-service training for teachers should be based on four premises. First, each part of the curriculum should be used to emphasize particular skills. For example, social studies could instruct in the history of technology and the value and ethical implications of the information revolution, and language arts could include word processing and programming syntax. Second, training emphasis must be on understanding curriculum needs, population expectations, and intended learning outcomes rather than on programming skills. Third, teachers need to be actively involved in the selection of hardware and software components for the classroom. Fourth, content application must be infused within instructional objectives for particular disciplines. Also, in the consideration of long-term educational policy on the effective use of computer technology in the schools, educators must consider finances, community support, and the ethics and values related to the transfer and handling of massive amounts of information. (KC)

ED 231 770 SP 022 437

Saslaw, Rita; And Others
Field Experiences in Educational Foundations: An Evaluation of a New Component of Teacher Education.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cooperating Teachers; *Field Experience Programs; *Foundations of Education; Higher Education; Preservice Teacher Education; Program Evaluation; *Student Attitudes; *Student Teachers; *Teacher Attitudes; Teacher Education Curriculum; Teaching Experience

This study was conducted to learn how a new "experience" component in education foundations' core course work would be evaluated by teacher-trainees and their critic teachers, who were experienced classroom teachers. Project subjects were 186 men and women (84 senior students in a required Foundations of Education senior level core course, and 102 critic teachers in local public schools). The 84 students were required to do 12 hours of field experience as part of a course called "Problems in Education." A Likert Scale was used to collect, from each student and teacher, evaluations of the nine assigned tasks that made up the field experience component. Point bi-serial correlation was used to analyze these data. Mean responses of students indicated that each of the tasks was valued--from 3.5 (moderate value) to 4.5 (much value), while experienced teachers valued the tasks also, but significantly higher--from 4.0 (much value) to 4.8 (very much value). The study showed: (1) that this new curriculum component of teacher education was perceived as valuable both by teacher-trainees and by their critic teachers; and (2) that the critic teachers valued the tasks more highly than did the teacher-trainees. (Author/JMK)

ED 231 785 SP 022 645

Van Horn, Kathleen L.
The Effect of the Utah Pupil/Teacher Self-Concept on the Invitational Verbal Behavior of Secondary Teachers. A Summative Evaluation.
Logan City School District, UT.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Change; Change Strategies; Communication Skills; *Program Effectiveness; Secondary Education; Secondary School Teachers; *Self Concept; *Self Evaluation (Individuals); *Student Teacher Relationship; Teacher Behavior; Teacher Effectiveness; Teacher Improvement; Teaching Styles; *Verbal Communication
IDENTIFIERS- *Utah Pupil Teacher Self Concept Program

Research assessed the effectiveness of the Utah Pupil/Teacher Self-Concept Program in changing specific teacher verbal behaviors related to self concept. Subjects were secondary school teachers in the Logan City and Cache County School Systems, Utah. An experimental pre-post control group design was employed with 12 teachers in the experimental group and 10 teachers in the control group. Pre-treatment observations were conducted in all teachers' classrooms for one full day each. Experimental teachers then participated in a 10-week training class that taught them to use the program's verbal behaviors. At the end of this class, post-treatment observations were conducted in all teachers' classrooms. The independent variable was the experimental treatment (the program course) while dependent variables were the use frequencies for specific teacher behaviors. Analyses of covariance (with the pre-scores as the covariate each time) were used to analyze the observation data. Eight significant differences in group performance were found in favor of the experimental group. Experimental teachers learned to recognize their individual use of judgmental behaviors and to replace those behaviors with appropriate descriptive strategies in a high incidence of pertinent interaction situations. (Author/JMK)

ED 231 548 PS 013 769

Gray, Ellen

What Have We Learned about Preventing Child Abuse? An Overview of the "Community and Minority Group Action to Prevent Child Abuse and Neglect" Program. Prevention Focus Working Paper No. 009.

National Committee for Prevention of Child Abuse, Chicago, Ill.

PUB DATE- 83
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan, Suite 1250, Chicago, IL 60604 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- American Indians; Asian Americans; Attachment Behavior; Blacks; *Child Abuse; Community Control; *Community Education; Cultural Awareness; Demonstration Programs; Dramatics; Educational Media; Hispanic Americans; Immigrants; *Information Services; *Parent Education; *Perinatal Influences; *Prevention; Program Evaluation; Referral; Rural Family
IDENTIFIERS- Parenting

Results from the evaluation of 11 demonstration programs designed to prevent child abuse are summarized in this working paper. The programs were of three types: perinatal programs; community-wide education, information, and referral projects; and culturally relevant parent education efforts. The four perinatal programs focused on extended mother/infant contact, participatory birth experience, postpartum education and support activities for the mother, and perinatal support to provide parents with coping skills and to reduce their isolation. The two culture-specific parent education programs addressed unique parenting problems of Hispanics and highlighted parenting issues of relevance to recently arrived Asian immigrants (Japanese, Samoan, Filipino, and Vietnamese). Aimed at the public in general, two demonstration programs promoted public awareness and education through live drama and videotaped dramatic presentations. The remaining three community-focused programs sought to provide parent and family education along with courses on childrearing skills, strengthen informal helping networks, and use media to educate the public about family support resources. These last three demonstration programs served unique communities: the largely rural island community of northwest Washington state; the Blackfeet Indian Reservation in Browning, Montana; and the three most impoverished black census tracts in Atlanta, Georgia. (RH)

ED 231 577 RC 014 183

Anderson, Alfred L.
Report on Migrant Education Program: Leipsic, Ohio, Summer 1975.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Attitudes; Elementary Education; Interviews; Language Role; Mexican Americans; *Migrant Programs; Migration Patterns; *Program Effectiveness; Questionnaires; Reading Achievement; *School Attitudes; *Self Esteem; *Student Attitudes; *Summer Programs
IDENTIFIERS- Ohio (Leipsic)

To ascertain program effectiveness, a written attitude survey, consisting of 14 questions, was administered to 85 Mexican American children in grades K-8 during the first 5 days of the Leipsic summer program and to 85 children during the program's final 7 days to determine their attitudes toward themselves, their home schools, and the Leipsic School and summer program. Kindergarten children were given a short-form version of the survey. Constructed in both Spanish and English, the survey was administered bilingually when necessary. Indepth interviews with 50 children were recorded during the middle 7 weeks of the program to determine more specifically their attitudes toward self and school. Eighteen staff members were also interviewed to ascertain their perceptions of the children and of the program's effectiveness. Findings indicated: a highly significant difference between the way the children expressed feelings about themselves in a school context and the way they expressed them in a personal context, confusion of values in identification of self and as to the roles and values which two languages play in the children's lives, and the children had no clear concept of the role of education in their lives. Appendices include the survey questions and raw scores, a summary of interviews and objectives of the Ohio migrant education program. (NQA)

ED 231 605 RC 014 223

Beiswenger, James N., Ed.
American Indian Doctors Today. Volume Two.
North Dakota Univ., Grand Forks. School of Medicine.
SPONS. AGENCY- Indian Health Service (PHS/HSA), Rockville, MD.; Public Health Service (DHHS), Rockville, Md.
PUB DATE- 82
GRANT- 5-D18-MB-00134-03; ISD000010-04
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- American Indian Education; *American Indians; Biographies; *Career Choice; Cultural Background; Cultural Influences; *Educational Background; Health Occupations; *Health Personnel; *Medical Education; Medical Services; Racial Discrimination; Sex Discrimination; Tribes

The Indians Into Medicine Program presents an additional 44 brief biographies of American Indian health professionals (7 women and 37 men) from 29 different tribal groups, to acquaint young Indian people with potential careers in health professions (4 of the biographies appeared in Volume One). The biographical sketches contain information on: age; tribal affiliation; early influences toward a medical career; family and educational background; professional career and areas of interest; professional memberships and honors; difficulties, discrimination or racial prejudice encountered; and opinions on health care for Indian people. Medical specializations of those described include: general medicine (Drs. Allen, DeRoin, Parkhurst); internal medicine (Drs. Amos, Ignace, Kaur, Pease, Wilson, Work); family practice (Drs. Asher, Berretta, Chappabitty, Cook, Jones, Latimer, Livermont, Markert, Poolaw, Steele); pediatrics (Drs. Avritt, Hardy, Jacobs, Moseley); psychiatry (Drs. Chicks, Clevenger, Reid, Thompson, Walker); public health (Drs. Clarke, Dru); dentistry (Dr. Claymore); obstetrics/gynecology (Drs. Conner, DeMeyere, LaRoque, Vandall); preventive medicine (Dr. deMontigny); oncology (Dr. Hampton); teaching (Drs. Hampton, Rhoades); surgery (Drs. Johansen, Vinson); veterinary medicine (Dr. Lyon); ophthamology (Dr. Meister); ear, nose and throat (Dr. Sciacca); and orthopedic surgery (Dr. Whitecloud). Photographs of 29 doctors are provided. (MH)

ED 231 649 SE 042 180

Gibbs, William M.

More Pebble Puzzles.

Solomon Islands Teachers Coll., Honiara. Curriculum Development Centre.
PUB DATE- 83
AVAILABLE FROM- Mr. William M. Gibbs, Solomon Islands Teacher College, P.O. Box 1, Honiara, Solomon Islands.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Games; Elementary Education; *Elementary School Mathematics; *Investigations; *Learning Activities; Manipulative Materials; Mathematical Enrichment; *Mathematics Instruction; Number Concepts; *Problem Solving; *Puzzles

This booklet is a collection of puzzles, investigations, and games. They are designed to be used with large objects such as tins or stones and diagrams marked on the ground. The children are to be encouraged to use an experimental, trial-and-error approach at first, and then develop methods of solution. (MNS)

ED 231 801 SP 022 680

Scannell, Dale P.; And Others
A Proposed Accreditation System (An Alternative to the Current NCATE System).
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accreditation (Institutions); Accrediting Agencies; Educational Change; Evaluation Criteria; Higher Education; Institutional Cooperation; *Institutional Evaluation; Organizational Effectiveness; Policy Formation; Preservice Teacher Education; *Program Proposals; *Schools of Education; Standards; *Teacher Education Programs
IDENTIFIERS- *American Association of Colleges for Teacher Educ; *National Council for Accreditation of Teacher Educ

A proposal to develop an alternative to the National Council for Accreditation of Teacher Education (NCATE) accreditation process is designed to overcome deficiencies in the existing system. The proposal includes a rationale and design for the new system, a discussion of the governance and participation problem, and a timeline and process for adoption and implementation. Major elements of change included in the proposal are: (1) Accreditation decisions are made for the teacher education unit, not for individual programs or categories; (2) Continuing accreditation replaces the current concept of re-accreditation; (3) Articulation is provided between state approval and national accreditation; (4) Visiting team members are selected from a Board of Examiners, members of which are highly skilled in evaluation techniques and well-trained in NCATE processes and standards; (5) Five unit-focused standards replace the current six families for basic and advanced programs; and (6) The NCATE Annual List is expanded to include a description of the unit and data which describe the support level for professional education programs. (JD)

ED 231 862 TM 830 412

Adams, Kay A.
Critical Ingredients of Successful Demonstration Programs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Case Studies; Cost Effectiveness; *Demonstration Programs; Field Tests; Interviews; Observation; Program Effectiveness; Program Evaluation; *Research Utilization; *Resource Allocation; *Site Analysis
IDENTIFIERS- *Appalachian Regional Commission DC; *Stakeholders; Stakeholder Survey

The findings from a series of case studies of nine successful demonstration programs are summarized. The programs, funded by the Appalachian Regional Commission, included child development, vocational education, technology, economic development, and housing. The primary purpose of the case studies was to discover what makes programs successful. A second purpose was to provide information for replicating the programs. Conducting a series of case studies provided opportunities for cross-site analysis of critical ingredients for successful demonstration programs. Through cross site analysis, three variables consistently emerged as important: resource efficiency, user orientation, and emphasis on dissemination. This presentation elaborates on these critical ingredients of successful programs, presents related research, provides examples from the case studies, and suggests some guidelines for replicating the success of these programs. The programs include: (1) the Montour GREENHOUSE Project, Washingtonville, Pennsylvania; (2) the Home Repair Project, southeastern Ohio; (3) Joyner Heavy Equipment training in east Tennessee; (4) the Comprehensive Vocational Teacher Education Program in Mississippi; (5) Parents and Little Kids, Greenville, South Carolina; (6) Help Educate Little People (HELP), Greenville, South Carolina; (7) the Coal Industry Technical Assistance Center (CITAC) in eastern Kentucky; (8) the Technological Extension Service for Small Business and Industry, in western Maryland; and (9) Technical Assistance to Local Governments for Engineering Services in southeastern Ohio. (PN)

ED 231 878 TM 830 482

NAEP Design.
National Opinion Research Center, Chicago, Ill.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 3 Nov 82
CONTRACT- 400-82-0019
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Federal Programs; Latent Trait Theory; Maximum Likelihood Statistics; Measurement Techniques; Methods Research; *Program Descriptions; *Research Design; Research Methodology
IDENTIFIERS- *National Assessment of Educational Progress

To fulfill its mandate and its potential the National Assessment of Educational Progress (NAEP) must be a multi-content annual assessment of priority learning areas. This report describes a procedure under which measures of attainment can be charted over time in a broad range of skill domains, on item-invariant item response theory scales, using data gathered in highly efficient multiple-matrix sampling designs. A new sampling design is proposed that would allow annual reporting in the priority learning areas and would greatly increase the precision of the estimates made from NAEP data. The design calls for retention of many of the central features of the current design, thus maintaining comparability, but proposes two major innovations: substantial increases in the number of pupils tested, and use of a method of sampling known as "rotation sampling." Specific proposals for strengthening NAEP's linkages with state and local assessments to enhance their ability to improve education are presented in three major categories: structures and staff, assessment activities, and supplementary activities. Primary type of information provided by report: Program Description (Operating Policies); Procedures (Conceptual). (PN)

ED 231 908 UD 022 855

Dreeben, Robert; Barr, Rebecca
Educational Policy and the Working of Schools.
PUB DATE- 83
AVAILABLE FROM- Longman, Inc., 19 West 44th Street, New York, NY 10036 (ISBN-0-582-28375-2, $30.00 for book).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Class Organization; Classroom Techniques; Elementary Secondary Education; Equal Education; *Mainstreaming; *Policy Formation; *Public Policy; *School Desegregation; School Districts; School Organization; *Student Placement; Teacher Role; Teaching Methods

This paper examines the connection between educational policymaking and the organization and functioning of the public schools. First, the authors describe hierarchical levels of educational organization (districts, schools, classrooms, instructional groups, and individual students); consider the linkages between levels; and discuss the distribution and utilization of resources, such as time, materials, and student aptitudes, within levels. It is suggested that, given the distribution of students into classes, teachers are responsible for devising effective instructional programs and learning experiences that take account of the variety of student aptitudes within the class. Next, the authors consider how the distributional properties and productive processes of different levels of school organization are related to school desegregation and mainstreaming policies. It is argued that desegregation does not necessarily improve student performance or alter the way schools operate beyond changing their racial composition, since there can be great variation in aptitudes within racial categories. It is also pointed out that mainstreaming policy, which is oriented toward individual attention for handicapped students, is incongruent with the productive processes of school organizations. What is needed, the authors emphasize, is more knowledge on how to link policy implementation with the productive apparatus of schools. (MJL)

ED 231 533 PS 013 743

Kendall, Earline D.; Walker, Lewis H.

Day Care Licensing: The Eroding Regulations.

George Peabody Coll. for Teachers, Nashville, Tenn.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTIONS- *Administrative Change; *Certification; *Day Care; Early Childhood Education; Educational History; *Government Role; National Surveys; Questionnaires; *State Standards
IDENTIFIERS- Childrens Defense Fund; *Deregulation; Federal Interagency Day Care Requirements; Project Child Watch

Part of a larger effort initiated by the Children's Defense Fund through project Child Watch, a national survey was made to obtain information about the effects of deregulating day care programs. Each state licensing agency was asked to submit a copy of current day care standards and to respond to questions concerning licensing changes since 1980. Survey questions focused on the number of centers licensed, number of homes regulated and applications pending, licensing changes since 1980 and proposed changes, staff workload changes, and numbers and types of complaints received at the state level regarding child care. Included in this document is a historical overview of day care regulation, followed by a summary of responses from 49 licensing offices representing almost all states and territories. The discussion of findings focuses on problem areas resulting from the erosion of regulatory standards. Professional assessment, as proposed by the National Association for the Education of Young Children, is suggested as an addition to licensing or regulation. The licensing questionnaire is appended. (Author/RH)

ED 231 620 SE 041 906

All about Metric.
United States Metric Board, Arlington, VA.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTIONS- *Adult Education; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Measurement; *Metric System; *Public Affairs Education

This booklet was designed to increase awareness about the metric system. Why the metric system is being used increasingly is described. Pictures illustrate simple comparisons of the most commonly used units of the metric and customary systems. Calculations using both systems are compared through presentation of three problems. Next, everyday units of measurement are listed. Finally, what metric use will mean in the marketplace, in the home, and at work are discussed. (MNS)

ED 231 680 SO 014 642

Bloxham, V. Ben
Training History Teachers to Teach Family and Local History.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bachelors Degrees; Colleges; Degree Requirements; *Educational Needs; Elementary Secondary Education; Higher Education; *History Instruction; *Local History; Relevance (Education); *Teacher Education; Universities
IDENTIFIERS- *Family History

A sensible and exciting introduction to history in the various levels of public education is needed. Such an introduction should begin with personal family history, then move on to various aspects of local history, and finally, to national and world history. To be able to teach family and local history, history teachers must know: (1) how to use basic library sources and services; (2) what primary and secondary sources are, where they are, and how to use them; (3) how to involve students in the use of original documents; and (4) how to engage the cooperation and help of custodians of local records. Brigham Young University offers degrees in genealogy, family history, and local history. A listing of the courses needed to acquire each of these degrees is provided. Also included is a listing of colleges and universities from all parts of the United States which offer degrees in family and local histories. The fields of specialization of each institution are noted. (RM)

ED 231 754 SP 022 355

Shakiba-Nejad, Hadi; Yellin, David
Socioeconomic Status, Academic Achievement and Teacher Response.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Attendance; Elementary Education; Elementary School Students; *Family School Relationship; Minority Groups; *Negative Attitudes; *Parent Participation; *Socioeconomic Status; Teacher Attitudes; Teacher Education; *Teacher Response; Teacher Role

A recent study examined the socioeconomic status (SES), parent participation, teacher awareness, and academic achievement of 76 elementary school students. Results were obtained through interpretation of data and review of relevant literature. A strong positive correlation was found between a student's SES and academic achievement in school. Some findings attributed poor academic achievement in part to the fact that lower SES students have very poor attendance records. The literature and the reviewed study indicated that teachers' attitudes toward low SES students were not overly positive in regard to student achievement, and no specific strategies were used that could be identified as being geared for minority groups/low SES students. An examination of the training teachers received from colleges of education revealed that relatively little specific skill knowledge related to low SES students was provided. Recommendations for improving the training and the in-school experiences of teachers of low SES students emphasize the importance of involving parents with the school and in the education of their children. (JD)

ED 231 650 SE 042 181

Gibbs, William M.
Pebble Puzzles. A Source Book of Simple Puzzles and Problems.
Solomon Islands Teachers Coll., Honiara. Curriculum Development Centre.
PUB DATE- May 82
AVAILABLE FROM- Mr. William M. Gibbs, Solomon Islands Teacher College, P.O. Box 1, Honiara, Solomon Islands.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Games; Elementary Education; *Elementary School Mathematics; Investigations; *Learning Activities; Manipulative Materials; Mathematical Enrichment; *Mathematics Instruction; Number Concepts; *Problem Solving; *Puzzles

This booklet is a collection of puzzles, games, and investigations. All that children need are some stones or shells, on some of which they must write numerals. For playing with the whole class, the game or puzzles may be marked out on the floor or in sand; in that case, larger objects such as small rocks and empty tins may be used. Children are encouraged to use an experimental, trial-and-error approach at first, but the goal is to develop solution strategies. (MNS)

DOCUMENT RESUME

ED 231 923 UD 022 876

Collazo-Levy, Dora; And Others
South Bronx High School. Bilingual Basic Skills Program. O.E.E.
Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
GRANT- G00-780-4260
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; *English (Second Language); High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Program Effectiveness; Program Implementation; Science Instruction; Social Studies; Spanish Speaking
IDENTIFIERS- *New York City Board of Education

To expedite acquisition of English language skills needed for full mainstreaming, the Bilingual Basic Skills Program at South Bronx High School in New York City provided instruction in English as a second language and native language arts, and bilingual mathematics, science, and social studies for 370 Spanish speaking students of limited English proficiency, during 1981-82. Aside from instructional services, program activities included curriculum development, support and counseling services, staff development, and provision of opportunities for parent involvement in the program. The report describes the project context, participants, organization, implementation, and evaluation. Evaluation results indicate that (1) gains in English reading were statistically significant; (2) students achieved more English syntax objectives than the criterion objective; (3) a greater proportion of participants passed teacher-made Spanish language arts tests in the spring than in the fall; (4) passing rates were slightly higher than 50 percent for mathematics, about 60 percent for science, and 67 percent (fall) and 58.8 percent (spring) for social studies; and (5) the attendance rate among participants was higher than the school-wide attendance rate. Recommendations for program improvement are presented. (MJL)

ED 231 924 UD 022 877

Shore, Rima; And Others
South Shore High School. Project VIBES. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- May 83
GRANT- G00-800-5984
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; English (Second Language); French; Haitian Creole; *Haitians; Hebrew; High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Program Effectiveness; Program Implementation; Science Instruction; Social Studies; Spanish Speaking
IDENTIFIERS- *Israelis; New York City Board of Education

In 1981-82, Project VIBES at South Shore High School in Brooklyn, New York, provided instruction in English as a second language (ESL) and French language arts, and bilingual mathematics, social studies, and science for Haitian high school students of limited English proficiency. The project also conducted classes in ESL, Hebrew, and Spanish language arts; and environmental science (taught in English, but geared to the needs of students with limited English proficiency) for Israeli and Hispanic participants. The report describes the project content, participants, instructional component, noninstructional activities (support services, curriculum development, and staff development), and evaluation. Evaluation findings indicate that: (1) achievement gains in English syntax were below the criterion objective; (2) passing rates in mathematics, science, and social studies were above 70 percent; (3) passing rates in native language arts were 80 percent or better (except for a 60 percent passing rate for ninth graders in the fall); and (4) participants' attendance rates exceeded the school-wide attendance rates at all levels. Recommendations for program improvement are presented. (MJL)

ED 231 925 UD 022 878

Tobias, Robert; And Others

Supplementary Services for Handicapped Students Early Childhood Language-Centered Intervention Program. O.E.E. Evaluation Report, 1981-82.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Achievement Gains; Child Development; Individualized Instruction; *Language Acquisition; *Language Handicaps; Preschool Education; *Program Effectiveness; Program Implementation; *Skill Development; *Young Children

IDENTIFIERS- *Early Childhood Language Centered Intervention; Education for All Handicapped Children Act; New York City Public Schools

The Early Childhood Language Centered Intervention Program of the New York City Public Schools was designed to provide classroom instruction and transportation for preschool children with primary and secondary speech/language handicaps, and to train parents to participate in the education of these children. Using individual education plans (IEPs), the program focuses on language development, and attempts to enhance cognitive, perceptual-motor, and social-emotional skills. In 1981-82, the program served 97 children in four sites. Visits were made to the sites to evaluate program facilities, staffing, instruction, parent involvement activities, and staff inservice training, while the number of IEP objectives mastered by each pupil were tallied to determine pupil achievement. Results indicated that 90 percent of the pupils attained the criterion objective of at least one IEP objective mastered in each of the areas of language communication, cognition, early living activities, and social behavioral skills. In addition, pretest and posttest comparisons of scores on teacher administered Learning Accomplishment Profiles showed significant growth in fine motor skills, cognition, language, and gross motor ability. (MJL)

ED 231 926 UD 022 879

Tobias, Robert; And Others
Supplementary Services for Handicapped Students Health Education Paraprofessionals Program. O.E.E. Evaluation Report, 1981-82.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adaptive Behavior (of Disabled); *Disabilities; Hygiene; *Program Effectiveness; Program Implementation; *Self Care Skills; *Skill Development; Special Education
IDENTIFIERS- *Health Education Paraprofessionals Program NY; *New York City Board of Education

In 1981-82, the Health Education Paraprofessionals program of the New York City Public Schools Division of Special Education provided supplementary instruction in hygiene and self care, and outreach services to 335 severely handicapped students, aged 5 to 21. Of the program participants, 292 received training in toilet habits and self care, and 43, who were identified as hepatitis-B carriers, were instructed in proper hygiene and adaptive social behaviors. Training was provided by 85 trained paraprofessionals, who employed different instructional approaches. Progress reports (as recorded in the VORT Behavioral Characteristics Progression and toileting schedules, anecdotal reports, and medical information) indicated that: (1) 94 percent of the participants mastered at least one new skill, and about 50 percent mastered seven or more skills; (2) more students demonstrated mastery of those skills that the program emphasized (thus, 75 percent mastered one or more toileting skills; 50 percent mastered grooming skills; 25 percent mastered undressing skills; and fewer than 10 percent were taught and mastered skills in oral hygiene, adaptive behaviors, and interpersonal relations); and (3) the amount and rate of skills mastery and program attendance varied among students with different types of handicaps. It was recommended that more staff training be provided in order to improve program services. (MJL)

ED 231 927 UD 022 880

Gomez, David; And Others

Theodore Roosevelt High School. Project SUCCESS: Striving Upward through College and Career Education. O.E.E. Evaluation Report, 1981-1982.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
GRANT- G00-800-6582
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; *Career Counseling; *Dropout Prevention; English (Second Language); *High School Equivalency Programs; High Schools; *Hispanic Americans; Limited English Speaking; Mathematics Instruction; Program Effectiveness; Program Implementation; Reading Instruction; Social Studies; Spanish Speaking
IDENTIFIERS- *New York City Board of Education; Project SUCCESS NY

In 1981-82, Project SUCCESS (Striving Upward through College and Career Education for Spanish Speakers), at Theodore Roosevelt High School in New York City, provided instructional and support services for 300 Spanish speaking students of limited English proficiency. The program consisted of: (1) a high school equivalency preparation component, which served school dropouts and students who were overage or had passed their expected date of graduation; (2) a dropout prevention clinic, which provided potential dropouts with intensive basic skills instruction to enable them to function in the school's mainstream; and (3) a college/career orientation program for seniors, juniors, and participants in the high school equivalency and dropout prevention components. Instructional services included English as a second language; Spanish language arts; bilingual history, economics, mathematics, and science; and mainstream courses. Non-instructional activities consisted of support and counseling services; curriculum development; staff development; and parent involvement. Evaluation of the project indicated that: (1) students' English reading performance varied on different tests; (2) significant gains were made in Spanish reading; (3) passing rates exceeded the 60 percent target in all subject areas (except mathematics in the spring term); (4) fewer than 50 percent of participants in the dropout prevention program were mainstreamed; and (5) the program attendance rate exceeded the school-wide rate. Recommendations for program improvement were formulated. (MJL)

ED 231 928 UD 022 881

Abraham, Sameer Y., Ed.; Abraham, Nabeel, Ed.

Arabs in the New World: Studies on Arab-American Communities.

Wayne State Univ., Detroit, Mich. Center for Urban Studies.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.

REPORT NO.- ISBN-0-943560-00-4

PUB DATE- 83

GRANT- G008100726

AVAILABLE FROM- Wayne State University, Center for Urban Studies, Detroit, MI 48202 ($5.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - General (140)

DESCRIPTIONS- *Adjustment (to Environment); *Arabs; Bibliographies; Christianity; Community Study; Ethnic Groups; *Immigrants; Migration Patterns; North Americans; *Social Integration; Social Science Research; *Sociocultural Patterns

IDENTIFIERS- *Michigan (Detroit); Muslims

This book is a collection of articles and research materials on Arab-Americans. Part one of the book provides an historical overview of Arab-Americans, their reasons for emigration from Greater Syria, and profiles of the two major religious groups, Muslims and Christians, in the United States Arab population. Authors of this section include Alixa Naff, Najib E. Saliba, Philip M. Kayal, and Yvonne Haddad. Part two consists of several case studies of Arab communities in the Detroit (MI) metropolitan area. These articles are: "Detroit's Arab-American Community: A Survey of Diversity and Commonality," by Sameer Y. Abraham; "The Yemeni Immigrant Community of Detroit: Background, Emigration, and Community Life," by Nabeel Abraham; "Detroit's Iraqi-Chaldeans: A Conflicting Conception of Identity," by Mary C. Sengstock; "The Lebanese Maronites: Patterns of Continuity and Change," by May Ahdab-Yehia; and "The Southend: An Arab Muslim Working-Class Community," by Sameer Y. Abraham, Nabeel Abraham, and Barbara Aswad. In part three, Mohammed Sawaie provides a select bibliography on Arab-American immigration and settlement. A list of national Arab-American organizations, publications, and elected officials is appended to the book. (AOS)

ED 231 929 UD 022 882

Eismann, Edward P.
Unitas: Building Healing Communities for Children. A Developmental and Training Manual. Monograph No. 8.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 82
GRANT- 1R01-MH-30569-04
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTIONS- Blacks; Community Involvement; *Helping Relationship; Hispanic Americans; *Mental Health Programs; *Peer Counseling; *Program Development; Program Implementation; Social Support Groups; Therapeutic Environment; *Therapy; Training Methods; Workshops; Youth; *Youth Programs
IDENTIFIERS- New York (New York); *Unitas Therapeutic Community NY

The Unitas Therapeutic Community is a mental health treatment and prevention program for Hispanic and Black children and teenagers in the South Bronx, New York City. Based on theories of therapeutic community and social psychology, Unitas stresses psychological methodologies that cultivate the healing potential present in all interpersonal relationships. Specifically, Unitas has set up a caretaker system in which trained neighborhood teenagers are available to serve as symbolic "parents" for other youths in need of services. Intended to guide those who plan to replicate Unitas in other settings, this monograph outlines the steps taken in establishing the South Bronx program, describes Unitas therapeutic methods and techniques, and presents the curriculum used in training Unitas clinical staff and youth workers. Part I explains how Unitas was conceived and initiated in the South Bronx. Part II describes the process of building the caretaker network, and includes teenagers' own accounts of their involvement as program workers. Part III discusses the theoretical framework of Unitas and its application in practice. Finally, part IV presents the staff training program, which comprises five modules: (1) development of self regard; (2) empathetic communication; (3) conflict resolution; (4) group dynamics; and (5) therapeutic community. For each module, objectives and suggested activities are included. (MJL)

ED 231 930   UD 022 884

A 1982 Status Report on Blacks in the Austin Independent School District.

Austin Independent School District, Tex.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTIONS- *Academic Achievement; *Black Achievement; *Black Students; Black Teachers; Dropouts; Elementary Secondary Education; *Enrollment; *Parent Participation; Public Schools; Student Attrition; *Teacher Recruitment; Teacher Selection

IDENTIFIERS- Austin Independent School District TX

The report reviews the status of black students in the Austin (Texas) Independent School District for the year 1982. It provides information on student enrollment, demographic distribution, achievement, graduation rates, achievement on college admission tests, retention and promotion, programs for low achievers, dropouts, discipline, vocational program enrollment, and special education enrollment. Data are also provided on the teaching and administrative staff; changes in professional staff; staff recruitment, selection, and attrition; and parent and community involvement. The report notes that while student achievement among blacks has improved•over the the previous two years, the average in Austin is still below the national level. A high retention rate is reported to Black students, who are found to be less likely to drop out of school than their White or Hispanic counterparts. Outstanding black students are named, as are two black finalists in the 1982 Teacher of the Year Award. The report comments on the positive attitudes of black teachers toward their work, and the high number of black teachers recruited and selected is noted. Finally, it is claimed that black parents and community members have contributed significantly to the education of Austin students, and are now involved in planning efforts for the future of the school district. (AOS)

ED 231 931 UD 022 885

Clark, Maxine; And Others
Dating Preferences and Patterns of Black Students On Predominantly White Campuses.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Stereotypes; *Black Students; College Students; *Dating (Social); Ethnic Stereotypes; Higher Education; *Interpersonal Relationship; *Racial Attitudes; Sex Differences; *Sex Stereotypes; Student Attitudes; Whites; Young Adults

This is a report of a survey conducted to explore the relationships between dating patterns, dating preferences, and stereotypes of black and white Americans, among black college students on predominantly white campuses. Seventy-eight single black college students, ranging in age from 17 to 22 years old, and attending two predominantly white universities in North Carolina, answered a background information sheet on demographic data. They were then administered a dating survey to assess their actual dating habits and preferences. The survey instrument contained seven questions measuring frequency of going out, type of dating (casual or serious), racial preferences for ideal dates, and racial group(s) dated. Results indicated that: (1) the majority of black students preferred and dated blacks; (2) males were more involved in interracial casual dating than black females; (3) ninety-four percent indicated that they would consider dating a person of another race; and (4) black males had more favorable stereotypes of both black women and white women than the black female students. The report concludes that interracial dating may be more a factor of situational, rather than attitudinal, variables. (Author/AOS)

Civil Rights Implication of the Education Block Grant Program. Oversight Hearing Before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session. Serial No. 83.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 9 Sep 82

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Black Students; *Block Grants; *Civil Rights; Educational Finance; Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Programs; Federal State Relationship; *Government Role; Government School Relationship; Hearings; Hispanic Americans; Program Evaluation; Racial Composition; Racially Balanced Schools; *School Desegregation; Urban Schools

IDENTIFIERS- *Congress 97th

This report contains transcripts of testimonies and prepared statements presented at a session of the Subcommittee on Civil and Constitutional Rights. The session was convened to conduct hearings on the civil rights implication of the education block grant program proposed by the Reagan Administration. Statements of the following witnesses are included: (1) Cynthia G. Brown, codirector of the Equality Center (Washington, D.C.); (2) Samuel Husk, executive director of the Council of Great City Schools (Washington, D.C.); (3) Lee McMurrin, Superintendent of the Milwaukee (WI) Public Schools; and (4) Eugene Reville, Superintendent of the Buffalo (NY) Public Schools. Gary Orfield, of the University of Chicago (IL), also gave testimony and presented two prepared statements entitled "Desegregation of Black and Hispanic Students from 1968 to 1980," and "Why Are Illinois Schools the Most Segregted?" A letter from Congressman William F. Goodling to Howard Simons, managing editor of the "Washington Post," is included in the report, as well. (AOS)

ED 231 933 UD 022 895

Arredondo, Patricia M.

Immigrant Young Adults and Identity Issues.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Acculturation; Alienation; Biculturalism; Career Choice; Cultural Differences; *Cultural Influences; Ethnic Discrimination; *Ethnic Groups; Ethnicity; Higher Education; High Schools; Identification (Psychology); *Immigrants; Interpersonal Relationship; Longitudinal Studies; *Self Concept; *Youth
IDENTIFIERS- *Identity Formation; Massachusetts (Boston)

This report discusses identity themes that emerged in a longitudinal (1977-1981) study of identity, ego, and career development patterns among immigrant adolescents and young adults in Boston, Massachusetts. Qualitative data, which were collected from journals that the subjects kept, and from semi-structured interviews, revealed the subjects' feelings about being in the United States; interpersonal relationships; outlooks on life; and perceptions of themselves as young adults. Three major themes were derived from analysis of the data. One theme, "sense of belonging versus enstrangement," reflected the youths' initial feelings of alienation from American society (because of their different cultural background and experiences with discrimination), which gave way to a sense of belonging as the way of life became more familiar, new friendships were forged, and citizenship status was attained. A second theme, "identification with the primary group and cultural values," indicated the strong influence of family and traditional values on the subjects' career choices, friendships, and philosophies of life. A third theme, "personal relations," emphasized the importance of personal relationships in the search for self. The data suggested that immigrant youths combined new and familiar cultural elements to reach a new sense of balance in the search for identity. (Author/MJL)

ED 231 934 UD 022 896

Spratley, Ernell
Estimates and Projections of Black and Hispanic Personnel in Selected Health Professions, 1980-2000.
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- DHHS-HRA-82-10
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Blacks; Black Students; Dental Students; *Dentists; *Enrollment Trends; *Health Personnel; Higher Education; *Hispanic Americans; Medical Education; Medical Students; Minority Groups; Osteopathy; Pharmacists; *Physicians; Postsecondary Education

Federal efforts to establish financial support for health professions education in the 1960s and 1970s have led to an increase in the enrollment of minorities and women in health professions schools. The increase in the number of minority students graduating from these schools during the past decade has resulted in more minority practitioners among the total supply of active health care providers. However, statistical data on the numbers, distribution, and characteristics of minority health care providers, through which to measure accurately such changes or identify problems and progress, have not been available. This report provides estimates of minority enrollments in health professional schools and of 1980 levels of the supply of Black practitioners in medicine, dentistry, and pharmacy, and Hispanic practitioners in pharmacy. In addition, it provides an assessment of what the supply picture may be for these practitioners in the year 2000. These estimates were derived from the Bureau of Health Professions general forecasting data. The report also presents data on: (1) proportional representation of Black and Hispanic practitioners among the total supply of practitioners in the profession; and (2) ratios depicting the relationship between the supply of Black and Hispanic practitioners and the total population in these racial/ethnic groups. (AOS)

ED 231 935 UD 022 897

Civil Rights Enforcement in the Department of Education. Hearing before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 30 Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Board of Education Policy; *Civil Rights Legislation; *Compliance (Legal); Disabilities; Elementary Secondary Education; Federal State Relationship; Females; *Government Role; Hearings; *Law Enforcement; *Racial Discrimination; *Sex Discrimination
IDENTIFIERS- Congress 97th; Department of Education; Mississippi

The hearings on civil and constitutional rights were conducted to examine the enforcement of the civil rights laws by the U.S. Department of Education. The report contains texts of statements, letters, and memoranda presented statements, letters, as well as supplementary materials presented by representatives of concerned public and private groups. Testimonies and prepared statements of the following individuals are presented: (1) Morris Kinsey, of the Mississippi NAACP Education Committee; (2) Margaret Kohn, of the National Women's Law Center; (3) Nancy Mattox, of the Disability Rights and Education Fund; and (4) Joseph L. Rauh, Jr., of the Leadership Conference on Civil Rights. A letter from Thomas K. Minter, Deputy Commissioner for Elementary and Secondary Education, State of Mississippi to Thad E. Easterwood, Superintendent, Oktibbeha County School District, Starkville, Mississippi is also included. Questions and answers between committee members and witnesses are presented verbatim. (AOS)

and Others
Training Package in Measurement for Machinists.
ED 230 722

de la Cruz, Leonardo
Curricular Renovation through Population Education.
ED 231 681

de Rome, E. A.
Predicting Persistence and Withdrawal: An Analysis of Factors Relating to Students' Choice of Course.
ED 231 303

Students' Choice of Course and Use of Information and Advisory Services. Research and Development Paper No. 57.
ED 231 302

van der Ross, R. E.
The Educational Implications of Disadvantagement at Pre-School and University Level.
ED 231 544

van Dijk, Teun A.
Cognitive and Conversational Strategies in the Expression of Ethnic Prejudice. Prepublication/Working Paper No. 2.
ED 231 689

Abernathy, Sandra M.
Summary of a National Survey of Microcomputer Systems at Land Grant Institutions.
ED 231 352

Abraham, Nabeel, Ed.
Arabs in the New World: Studies on Arab-American Communities.
ED 231 928

Abraham, Sameer Y., Ed.
Arabs in the New World: Studies on Arab-American Communities.
ED 231 928

Achilles, C. M.
The Change Process in Real Life: Tracking Implementation of Effective Schooling Elements in Project SHAL, St. Louis.
ED 231 039

Adams, Kay A.
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